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ABSTRACT

Recommendations are offered in this manual for planning, organizing, and financing academic programs for older people, based on the experience of institutions already conducting programs for older students, on current thinking in gerontology, and on knowledge and experience of staff and consultants of the Academy for Educational Development. Three major questions are addressed: (1) Why should a college or university be interested in establishing special programs for older people? (2) What kinds of couses are older people interested in taking, and what kinds of supplemental services do they need? (3) What are the steps that must be taken in planning, operating, and financing such a program? Six program models are described: The Institute for Retired Professionals at the New School for Social Research; Fordham University's College at Sixty; The College of Older Americans at Mercyhurst; Project Elderly at Miami-Dade Community College; Opportunities for Older Adults at Hawkeye Institute of Technology; and Elderhostel at several New England institutions. Suggestions for financing the programs are discussed, and working tools are described, such as marketing instruments, evaluation instruments, financial reports, and newsletters. Appended are lists of colleges offering programs, courses being offered, and state agencies on aging. (LBH)

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How To Plan A College Program For Older People

by
John Scanlon

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

This manual was prepared under a grant from the Edna McConnell Clark Foundation to meet the need of colleges and universities for sound, sensible, and practical advice on how to plan, organize, and finance academic programs for older people. Its recommendations are based on the experience of institutions that are already conducting successful programs for older students, on current thinking in the field of gerontology, and on the wide-ranging knowledge and experience of the Academy's own staff members and consultants.

At a time when regular enrollments are beginning to decline, many colleges and universities are considering the idea of tapping the large and expanding reservoir of older students, but are handicapped by the lack of adequate information on how to go about it. This manual is designed to fill that gap. It addresses itself to three major questions:

1. Why should a college or university be interested in the idea of establishing a special program for older people?

2. What kinds of courses are older people interested in taking, and what kinds of supplemental services do they need?
3. What are the steps that must be taken in planning, operating, and financing a program that will meet the needs of older students?

In 1974, under a grant from the Edna McConnell Clark Foundation, the Academy for Educational Development conducted a nationwide survey of the educational needs of older Americans and the manner in which colleges and universities were responding to those needs. The study, supervised by an advisory committee made up of distinguished educators and practitioners in the field, consisted of four interrelated activities — a review of the relevant literature; an analysis of data obtained from the responses to a detailed questionnaire mailed to more than 400 selected institutions of higher education throughout the country; visits to thirty-three of the 296 responding institutions for in-depth interviews with administrators, faculty members and older students; and additional interviews with more than fifty people having special knowledge or competence in the field, including educators, gerontologists, staff members of federal agencies and Congressional committees, and officals of private agencies serving older people.

The study found that although older Americans require a broad range of educational experiences to help them adjust to changing life situations, find new outlets for skills and interests, participate in community activities where they feel wanted and needed, and fulfill their desire to be of service to society, very few colleges and universities were making any effort to meet these needs.

The findings of the study were published in a report entitled *Never Too Old To Learn*, published by the Academy in December 1974. The findings were not entirely negative. Despite the gap between the needs of older people and the extent to which they are being met, the study found that a small but growing number of

colleges and universities had established special programs for older students. These programs included on-campus courses for resident or commuting students, outreach courses in convenient off-campus locations, educational summer vacations, seminars and workshops conducted by and for retired professionals, and a wide variety of comprehensive programs designed to help older people cope with the transition from full-time employment to retirement, prepare for second careers, and satisfy their need for intellectual fulfillment.

The study also found that most of the institutions experimenting in the field of continuing education for older people were eager to know what was going on elsewhere. They expressed the need for some sort of a clearinghouse through which they could exchange information and experiences so that the best ideas and practices would have a better chance of widespread adoption, and the mistakes that were being made would not be repeated endlessly by others.

The findings of the study and the favorable reception it received prompted the Clark Foundation to make a second grant to the Academy for the preparation of three follow-up publications. The first, offering illustrative examples of how further education can help older people enjoy an active, stimulating and productive retirement, will be published by McGraw Hill early in 1978. The second, calling attention to the wide variety of services older adults are providing in education-related roles, will be published by the Academy early in 1978.

This is the third publication in the series. The Academy hopes it will encourage colleges and universities that do not presently have programs for older people to join in the growing national effort to help these neglected learners achieve their full potential as active, useful, and knowledgeable members of our society.

Alvin C. Eurich
President

ONE

The Challenge and the Opportunity

Throughout most of its history, the United States has been a "young" society, but recent demographic trends have begun to reverse the situation. Fertility rates are declining, life expectancy is expanding, the median age of the American people is rising, the death rate is falling, and the percentage of older people in the total population is steadily increasing.

According to a special census report published in 1976, there are now 22 million Americans over 65 years of age, and 32 million over 60. The latest population projections, according to the report, suggest that the number of people in these age groups will be considerably larger by the end of this century and will continue to grow in the early part of the next century.

In 1900, the population 60 and over numbered 4.9 million. By 1930 it had more than doubled to 10.5 million. By 1975, it had tripled to 31.6 million, and it has continued to grow at a rate that suggests it will reach 42 million by the year 2000, or almost 16 percent of the total population.

In the meantime, the 18 to 24 age group — the reservoir from which colleges and universities draw most of their students — has begun to show signs of

shrinking in the years ahead. In absolute numbers, it is still expanding as a result of the rapid rise in the number of births that followed World War II, but the rate of increase has begun to slow down. The baby boom reached its peak in 1961 and has been declining ever since. The annual crop of high school graduates, from which colleges and universities draw most of their entering freshmen, has already begun to level off, and is expected to decline sharply in the decade ahead.

These profound changes in the age structure of American society offer a challenge as well as an opportunity for higher education. The challenge lies in the fact that the vast majority of older people do not want to be put on a shelf when they retire. They want to enjoy their retirement years by remaining active, alert, useful and productive. Many of them want to develop new skills, or enhance existing skills, so that they can continue to serve society, either in paid positions or as unpaid volunteers. A substantial number want to earn a degree they were not able to obtain in their younger years. Some are seeking the self-fulfillment that comes from intellectual achievement, and others are more interested in learning how to cope with the transition from employment to retirement. The opportunity lies in the fact that the growing pool of people 60 and over represents a significant source of new students at a time when college enrollments are dwindling, costs are rising, financial resources are shrinking, and faculties and facilities are beginning to be underutilized. In the years ahead, older people will constitute an ever-expanding proportion of the student body in American higher education, and the institutions that successfully tap this new market will reap educational as well as financial rewards.

Recent studies have exploded the myth that the ability to learn declines with age, and the experience of colleges and universities that are already operating successful academic programs for older people bears out the findings of the research studies. Moreover, one

fourth of all people over 60 have completed at least four years of high school and are well equipped to undertake college work. In fact, their years of experience in the world of work have given them insights and perceptions that younger students have not lived long enough to acquire, and their motivation to learn is often much stronger than that of younger students. Improved medical care has made them much healthier than their parents were at the same age, and most of them are accessible to institutions of higher learning. Only five percent are confined to hospitals and nursing homes, and 82 percent experience no limitations on their mobility.

There are no accurate, up-to-date figures on the number of colleges and universities that are currently offering special academic programs for older people, but recent surveys indicate that the number may be under 1,000, or less than a third of the total number of institutions of higher learning in the United States.

The leadership is being taken by the public community colleges. This is understandable, because community colleges are by mandate most sensitive and responsive to the needs of the people in their localities, and they are far more flexible than four-year institutions. As the most recent arrivals on the higher education scene, they have been the first to feel the need to offer a wide variety of educational opportunities. They are accustomed to a constituency that flows on and off the campus every day, and they place a higher emphasis on community service than most four-year colleges and universities. It is not surprising, therefore, that community colleges are doing far more to serve older people — in terms of numbers as well as in the range of course offerings — than other institutions of higher learning.

Publicly supported four-year colleges and universities rank second, and private colleges are a poor third. It should be noted, however, that the major reason the public institutions are serving far more older Americans than their private counterparts is that an increasing number of state legislatures have recently enacted stat-

utes enabling older people to take courses at public colleges and universities, on a space-available basis, either without payment of tuition or at a greatly reduced rate. A telephone survey by the Academy indicated that by the end of 1976, such legislation had been enacted in twenty-eight states.

Toward the latter part of 1976, in an effort to expand and update the information that had been collected in a 1974 survey, the Academy sent questionnaires to a selected sample of 814 colleges and universities throughout the country believed to be offering programs for older people. The questionnaire asked for information on courses being offered, enrollment trends, and subjects that seemed to be most popular with older people.

The questionnaire drew a 34.8 percent response. Of the 284 institutions that replied, 81 percent were publicly controlled, and slightly over half (53 percent) were junior colleges. Eighty-three percent of the responding institutions reported that they did have programs for older people, and another one percent said they had programs in the planning stage. Four percent said they were operating nontraditional programs that could be of benefit to older people, and another three percent reported that although they had no special program for older people they had a growing enrollment of older adults. Nine percent reported that they had no special program and no substantial enrollment of older people.

The Academy's 1976 survey identified about 235 institutions as operating programs for older people. These are listed in Appendix A. There are undoubtedly many others that were not reached in the survey, and still others that have established programs since the survey was made. The survey data indicated that the colleges and universities offering special programs for older people fell into three broad categories: (1) those offering free tuition, or a tuition reduction, to older people wishing to take regular or continuing education

courses either for credit or on an auditing basis; (2) those offering courses within their continuing education program that are of special interest to older adults; and (3) those offering a separate program of courses specifically designed for older adults. The institutions in the third category accounted for about 47 percent of the total, those in the first category about 39 percent, and those in the second category about 14 percent.

The 212 institutions that have kept data on their enrollment of older students reported astounding increases over the past six years. The following table represents a summary picture of the increases that were reported:

Academic Year	*Percent Increase Over the Previous Year*
1971-72	77%
1972-73	253
1973-74	70
1974-75	80
1975-76	40
1976-77 (estimated)	17

This phenomenal growth, in the face of the leveling off of regular-student enrollment, was attributed to four major factors:

- ☐ Thirty-five percent of the institutions said it was the result of improved programs and an increase in the number of courses designed to meet the needs of older people.
- ☐ Twenty-six percent attributed it to more effective publicity and recruiting techniques.
- ☐ Twenty-four percent cited the steady increase in the number of older people and a growing interest on the part of these people in continuing their education.
- ☐ Fifteen percent attributed their enrollment growth to legislation enabling them to offer free or reduced tuition to older students.

A few of the institutions reported declines in their older-student enrollment. Among the reasons cited were the termination or reduction of funding for special programs, ineffective recruitment efforts, increases in tuition, transportation problems, and deficiencies in program planning and administration.

Although older people have certain kinds of special educational requirements — such as learning how to budget their money, make wills, plan estates, cope with tax and insurance problems, solve the intricacies of Social Security and Medicare, and plan for the productive use of leisure time — their academic interests are as wide-ranging as those of younger students, embracing just about every subject in the arts and sciences. The 1976 Academy survey identified more than 900 courses that were offered for adults in the 1975-76 academic year, ranging from "Metrics" to "Dancing for Fun." They are listed in Appendix B. There are undoubtedly some duplications in the list, but an effort has been made to keep them to a minimum.

The most popular subject was history — in all of its myriad forms. This was followed by psychology, health, foreign languages, literature, painting, creative writing, religion, needlework, and philosophy.

Contrary to widespread misconceptions about the educational interests of older people, courses in academic subjects were the most popular, accounting for about 38 percent of the older-student enrollment at the responding institutions. Hobby and recreation were a close second with 36 percent, and courses offering practical information about various aspects of retirement living accounted for the remaining 26 percent.

The institutions that responded to the Academy questionnaire probably do not constitute a scientifically accurate cross section of American higher education, but their experience in serving older people does provide some insights that might be useful to colleges and universities that are contemplating such programs.

TWO

Six Program Models

In order to provide some indication of the wide variety of programs for older people now being conducted throughout the country, the Academy has chosen six illustrative examples for discussion here. They were selected not because they were judged to be the "best" of their kind – although several of them have served as models for other programs — but because each has its own distinctive characteristics, and taken together they illustrate the range of options open to any college or university searching for an appropriate way of serving older people. Each of the programs was tailored to meet the specific needs of its own clientele, and each has adopted an approach that is somewhat different from the others. Viewed collectively, they reflect the diversity that is the hallmark of higher education in America.

The Institute for Retired Professionals at the New School for Social Research

The New School for Social Research, located in the

heart of Greenwich Village in New York City, is one of the most unusual institutions of higher learning in the United States. It is unique in two respects. First, it is the only degree-granting institution in the country devoted primarily to the education of adults. Founded in 1919 by Thorstein Veblen, Charles Beard, and John Dewey, its aim has always been to serve students who are interested in the sheer joy of learning rather than the accumulation of academic credits leading to a degree. Today, only about one-fifth of its 21,000 students are studying for credit, and most of those are enrolled in the School's highly-regarded graduate program or in its affiliate, the Parsons School of Design. The typical student is a mature adult seeking the intellectual stimulation that comes from learning something new. The School is also unique in that most of its faculty members are practitioners rather than academics — untenured professionals who teach part time because they love to teach. As President Everett explained in a recent interview with *Time* Magazine: "Other schools have professors who have never been in politics teaching political science. We want the person who has been a politician."

The New School's unusual philosophy is carried one step further by its Institute for Retired Professionals. The Institute is not a special program that was created by the School to meet the needs of retirees. It is a program that was developed by retirees themselves, with the help and encouragement of the School. Established in 1962, long before the notion of "lifelong learning" became popular, it was the first educational venture of its kind in the United States and in recent years it has become the model for more than a dozen similar programs throughout the country. Its aim is to provide retired professionals and executives an opportunity to use their leisure time creatively, and in the service of society.

The Institute was the brainchild of Hyman Hirsch, a retired teacher who was not content to spend his retirement years in enforced idleness. He persuaded the New School to provide classroom space for retired

professionals and executives interested in the idea of continuing their education at the university level without the usual course procedures. They would learn from one another, in an informal setting. Moreover, they would be glad to pay for the privilege. The School agreed, and the Institute was established as a membership organization that would make its own rules, recruit its own members, select its own staff, and administer its own affairs within the overall framework of the School's rules and regulations. This arrangement enabled educated retirees to assume leadership positions in the Institute and to use talents and skills often neglected in teacher-taught education programs.

The Institute began with 185 members who paid an annual fee of $35. Today it has more than 600 members who pay an annual fee of $250. The only recruitment was done in the early years. As more and more people began to hear about the Institute, applications for membership began to grow to the point where there was a waiting list. Last year 550 of the previous members renewed their membership for the 1977-78 academic year, and nearly 600 new applications were received. Since 650 is about the upper limit for membership in the Institute, only about 100 of the new applicants could be accommodated. The Institute is completely self-supporting, and over the years it has built up a modest scholarship fund. After the first year, any IRP member who asks may receive anywhere from $50 to $100 in scholarship assistance, but very few members ask. Only $1,800 was distributed during the current academic year.

For administrative purposes, the Institute is classified as a department of the school. Mr. Hirsch, the director, reports directly to the dean. But the similarity to an ordinary academic department ends there. Mr. Hirsch and his secretary are the only paid members of the staff. The Institute is governed by a sixteen-member council, elected from the membership. Since the council members are elected four at a time for a term of three

years, there is a constant turnover in the policy-making body, similar to that in the United States Senate. The council has four officers — a chairman, vice-chairman, secretary, and treasurer — elected by the council members. The council establishes IRP policy, and through various committees, works with the director in administering the affairs of the IRP.

Membership in the Institute is open to those who have recently retired from a professional or executive career. Applicants must have "suitable" educational backgrounds and interests. Although most of the members are college graduates, this is not a requirement. "We look for people who are interested in learning new things, and particularly for people who do a lot of reading," says Mr. Hirsch. The members come from a wide variety of professions — including teaching, law, medicine, dentistry, and government service — as well as from executive positions in business, labor unions, and other organizations. This diversity of life experience has brought new interests to the lives of retirees whose acquaintanceships during their working years was often limited to colleagues in the same business or profession, and it adds a new dimension to the classroom discussions. About one third of the members are men, and two thirds women. "But the men hold their own, even though they are outnumbered," Mr. Hirsch says with a smile.

The curriculum, which is based largely on the interests of the members, consists of about 70 courses — or groups, as they are called — that cover nearly the entire range of the usual college curriculum. The groups are divided into seven broad areas — contemporary affairs, literature, languages, art and music, the natural sciences, the social sciences, and retirement living. About half of the groups meet once a week for about two hours, and the rest meet every other week for the same time period. For the convenience of the members, there are two sessions each day — one beginning at 11 a.m., and the other at 1:30 p.m. It is possible, there-

fore, for a member to take two courses a day five days a week, or a total of ten courses. Very few members carry such a heavy load, however, because each course requires a great deal of outside reading.

Except for the foreign language and workshop groups, the course procedures follow a similar pattern. A paper or special report is prepared in advance and read by a member of the group, and this is followed by a discussion chaired by the group leader. The assignments are made months in advance, to allow sufficient time for adequate research and preparation. Full participation in the discussions and a willingness to prepare a paper are requirements for membership in any discussion group.

Poetry, history, and playreading courses are conducted as seminars under leaders of demonstrated competence. Most groups are led by two or more chairpersons. Languages, art, and music are taught by specialists recruited from among members of the Institute. Creative writers and artists have an opportunity to have their work published in the *IRP Review,* an attractive 46-page magazine published annually under the direction of an editorial board made up of retired journalists, editors, and advertising executives who are members of the Institute. The *Review* contains poetry, short stories, articles, photographs, and black-and-white reproductions of paintings and sculpture. Music and art are extremely important at the IRP. The Chamber Music Orchestra, the Recorder Group and the Classic Guitar group present concerts during the year and also sometimes perform at Senior Citizen Centers. IRP artists exhibit their work at the Community Gallery of the Metropolitan Museum of Art.

Membership in the Institute also carries with it the privilege of enrolling in one of the New School's adult division courses each semester. Most of the members avail themselves of this opportunity, and over the years many of them have developed a special relationship with the School, expressed through annual gifts,

endowments, and contributions for special purposes.

The Institute also has developed an educational extension service, which enables members to volunteer their services as speakers at senior citizen centers throughout the New York area and as tutors at educational institutions in the area.

Mr. Hirsch now spends a great deal of his time providing advice and consultation to other institutions interested in serving older people. As one of his admirers observed recently: "Although it probably will fall to a successor to reap the harvest of Hy's initiative throughout the United States and the developed countries, it is now possible for any substantial college in any area of concentrated population to follow the New School example. It was Hy Hirsch who cut the pattern."

Fordham University's College at Sixty

Fifty blocks north of the New School in New York City is the Lincoln Center campus of Fordham University, whose College at Sixty has the same basic objective as that of the New School's Institute for Retired Professionals, but approaches it in a somewhat different manner. It is, in effect, a bridge to Fordham's Liberal Arts College.

Like the IRP, the College at Sixty is designed to serve older students who are interested in the joy of learning. Unlike the IRP, it is open to preretired people (fifty years or older) as well as those who are already retired, and it is staffed by regular and adjunct faculty members from Fordham's College of Liberal Arts.

The College at Sixty was founded in 1973 by Dr. Robert W. Adamson, a philosopher whose interest in the education of older people dates back to 1940 when his widowed mother, a graduate of Smith College, decided to take courses in Russian history at Radcliffe after the youngest of her four children had gone off to college.

As Dr. Adamson recalls it, his mother was ahead of her time. Neither family nor friends understood her need for further intellectual stimulation, and gave her little support. As a result, her enthusiasm waned and she dropped out after a trial semester. The incident so impressed Dr. Adamson that he resolved, at some point in his career, to help older people return effectively to academic life.

The College at Sixty began on a pilot basis in the fall of 1973 with fourteen students. They attended a two-hour seminar on "Major Philosophies of Life," offered by Dr. Adamson, once a week for thirteen weeks. Since then, the program has expanded slowly but steadily. In 1974 there were 30 students attending three seminars, in 1975 ninety students attending nine seminars. In the fall of 1977, approximately 200 students enrolled in twelve seminars.

The seminars meet weekly for twelve or more sessions in the fall and spring semesters. The courses being offered are as follows:

- ☐ Major Philosophies of Life
- ☐ Introduction to Philosophical and Religious Issues Through Poetry
- ☐ The European Novel
- ☐ A New Look at America Since the Depression
- ☐ Psychology of Growth
- ☐ Psychology of Adulthood
- ☐ Music: Understanding the Arts
- ☐ Art: Great Ages of European Painting
- ☐ Our Changing Environment
- ☐ Oral History
- ☐ Expository Writing
- ☐ A New Look at Economics and Politics

Enrollment is open to college graduates and to non-college graduates who demonstrate an interest in reading and a capability of undertaking college-level work. Upon successful completion of four seminars a certificate is awarded entitling the recipient to enter

Fordham's College of Liberal Arts without having to meet any of the other admission requirements.

Administratively, the College at Sixty is a part of Fordham's College of Liberal Arts, which enrolls about 3,000 students. Dr. Adamson reports directly to the dean of the liberal arts college, and has a staff of two — an assistant director and an administrative assistant.

Students for the College at Sixty are recruited by means of advertisements in New York neighborhood newspapers, posters tacked on bulletin boards at strategic points on campus, brochures distributed through agencies that serve older people, appearances by Dr. Adamson on radio and television programs, and by word-of-mouth advertising on the part of students.

Of the 150 students attending the College in 1976-77, about two-thirds were women. The women ranged in age from 50 to 84, with an average age of 64, while the men ranged from 59 to 87, with an average age of 67. Most of the students came from Manhattan, Brooklyn, and the Bronx, but there were a few from Long Island and a few from New Jersey. Twenty-three had completed at least four years of college and twenty-one had taken some college courses, but the majority had completed no more than four years of high school. Only 24 were engaged in full or part-time work; 14 were doing volunteer work, and 101 were completely retired. In response to a questionnaire circulated in the fall, the overwhelming majority cited "love of learning" and "intellectual stimulation" as their principal reasons for enrolling. Fifty-three said it was "to keep occupied."

The 1976-77 students included retired accountants, secretaries, doctors, nurses, pharmacists, artists, singers, actors, lawyers, insurance agents, teachers, researchers, bankers, engineers, newspaper people, and civil servants.

Tuition for each two-credit seminar is $154, which is equivalent to the established rate of $77 per credit at the Liberal Arts College. This means that the

older students are paying their own way. Some scholarship assistance is available to those who need it. As indicated earlier, the instructors are either regular or adjunct faculty members of the College of Liberal Arts. Dr. Adamson contributes his part-time services to the College at Sixty, but the salaries of the assistant director and administrative assistant are paid out of tuition income. The income from tuition is sufficient to cover the cost of instruction and some contribution to overhead.

Early in 1977, the College at Sixty received a three-year grant from the Edna McConnell Clark Foundation to inaugurate an "Outreach Project" that will test and evaluate methods of preparing older people for careers in several fields of public service ranging from pre-retirement counselling to oral history interviewing. The project includes a plan to establish an Oral History Archive at the Lincoln Center campus for the use of future historians and social scientists.

The College of Older Americans at Mercyhurst

Mercyhurst College, located on a 75-acre campus in the industrial city of Erie, Pennsylvania, overlooking the lake after which the city is named, is an independent four-year undergraduate college for men and women. It was founded in 1926 by the Sisters of Mercy as a Catholic college for women, but like many other colleges of its kind it has undergone profound changes in recent years. In 1969 it began to admit men, and three years later it chose a layman as president. Today, more than half its 1,500 students are men, and most of its 84 faculty members are lay persons.

Mercyhurst is one of four institutions of higher learning in Erie, a city of about 175,000 population, but it has done far more than the other three to meet the needs of the community. In a city that has no community college, Mercyhurst has filled an important need. It prepares many of its students for careers in teaching,

business, nursing, and social work, and it has large undergraduate programs in law enforcement and hotel management.

The College of Older Americans was established in the summer of 1972 with a federal grant of $22,492. Its aim was to enrich the lives of older people by offering them college level courses in the arts, humanities, and social sciences. The initial curriculum consisted of six mini-courses offered four days a week for three weeks. Since the grant covered the six-week summer session, three of the courses were offered during the first half of the session, and three in the second half, as follows:

First Half

- ☐ Economics and Aging
- ☐ Leisure Time — Artistic Creativity
- ☐ The History of Erie Politics

Second Half

- ☐ Common Sense and Sound Health
- ☐ The Socio-Psychological Aspects of Growing Older
- ☐ Conversational Foreign Languages

The program also had several other components, including a referral and counselling service designed to help older people with some of their day-to-day problems, a program of hobbies and recreation, a federally-subsidized hot lunch, and free transportation for those who requested it.

Well before the program was scheduled to begin, Mercyhurst invited seventeen older people from the community to serve as members of an advisory committee that would help plan the curriculum, publicize the program, recruit students, and serve as liaison with public and private community organizations serving older people. Those invited consisted of people who represented a cross-section of significant groups of older

people in the community and representatives of various ethnic and religious groups. All seventeen accepted, and worked closely with the director and assistant director of the program in the planning process. (One of the first suggestions the advisory committee made was that the college change some of the course titles to make them more understandable to older people not familiar with the jargon of higher education. As a result, "Economics and Aging" became "You and a Fixed Income," and "The Socio-Psychological Aspects of Aging" was shortened to "Growing Older." The course descriptions also were modified to make them sound less formidable.)

The designer and first director of the program was Ms. Judith Wieczorek, associate professor of sociology, who was relieved of some of her teaching duties to enable her to devote a major portion of her time to her new assignment. Her staff included an assistant director, who served part time, and two secretaries. All but one of the teachers were selected from the regular Mercyhurst faculty. The exception was a businesswoman from the community who taught "You and a Fixed Income."

Students were recruited in various ways. The mayor of Erie gave the program his enthusiastic endorsement, which helped considerably, and members of the advisory committee also helped to publicize the program through the various community agencies they represented. The local newspaper and radio station were generous with publicity, and a paid advertisement was inserted in the paper describing the program, listing the courses, and providing details about the time and location of classes. The net result was that about 200 students registered for the six mini-courses. Since the program was financed through federal funds, no tuition was charged.

For the convenience of the students, the classes were scheduled in the morning, beginning at 10 o'clock. Each class met for 45 minutes Monday through Thursday, with a 15-minute break between classes. "You and a

Fixed Income" was taught from 10 to 10:45 a.m., and "Artistic Creativity" and "The History of Erie Politics" were taught simultaneously from 11 to 11:45. Lunch was served at noon. Insofar as possible, classes were taught on the ground floors or on upper floors served by elevators. A college bus provided transportation for those who requested it. Since the campus is only ten minutes away from the downtown section of Erie, the transportation problem was not difficult to solve. For those who elected to drive to the campus, a special parking lot was provided. "You and a Fixed Income," was the most popular course offered during the first half of the summer session, with an enrollment of 136 students. "Artistic Creativity" was second, with an enrollment of 101. (In subsequent years, however, academic courses became more popular than the "practical" courses.

Two hours each afternoon from Monday through Thursday were devoted to hobbies and sports activities. Instruction was provided in chair caning, leather carving, woodworking, pottery, appliques, basketry, candlemaking, etching, furniture refinishing, quilting, sculpture, weaving, whittling, photography, and needlepointing. The sports included bicycling, badminton, table tennis, jogging, basketball, archery, golf, swimming, shuffleboard, pocket billiards, volleyball, calisthenics, croquet, horseshoes, tennis, and nature walks. Obviously, not all of these activities were offered every day. However, they were offered on a scheduled basis, so that students could plan their afternoons accordingly. (It was anticipated that the activities program would be more popular than the academic program, but this turned out not to be the case. The average attendance at the afternoon program was only about 50 students.) Counselling services also were offered each afternoon, but not many students chose to take advantage of them.

During the second half of the 1972 summer session, 174 students who had attended the first mini-term enrolled for the second, and 22 new students signed up.

The courses offered were "Common Sense and Sound Health," "Growing Older," and "Conversational Foreign Languages." The most popular were "Common Sense and Sound Health," with an enrollment of 125, and "Growing Older," with an enrollment of 145.

The College of Older Americans was so successful in meeting the needs of older people in the Erie community that it received federal funding for three more years. In addition, Mercyhurst was asked to establish and staff a Senior Citizens' Advocate Office, funded jointly by the Erie County Commissioners and the federal government under the Older Americans Act to provide counselling services to older people in the country, and the Sisters of Mercy received a federal grant to establish a Senior Citizens Center at its newly-built motherhouse adjacent to the campus. The Senior Citizens' Advocate Office and the Mercy Center on Aging, established in 1973, assumed responsibility for most of the special activities the College of Older Americans had offered in the summer of 1972. This left the College of Older Americans free to devote its full attention to academic offerings.

In the spring of 1975, Mercyhurst was advised that because of severe budget cutbacks the federal funding for the College of Older Americans could not be renewed beyond the end of the 1974-75 academic year. This caused considerable consternation on campus, but the college authorities decided to continue the program at a reduced level, and to finance it out of Mercyhurst's own budget.

Several important changes were necessary. The minimum age for students was lowered from 55 to 40 to attract younger adults, and a fee schedule for $10 per course was introduced. For students interested in taking more than two courses, a "COA Club" was established, with a membership fee of $25 a year per single person and $35 a year per married couple. Membership in the club carried with it the right to take an unlimited number of COA courses, and to attend cultural events

on campus free of charge. The availability of free transportation was sharply curtailed, and the use of car pools was encouraged.

With the introduction of fees, enrollment dropped from a high of 866 in 1974-75, the last year of federal funding, to 261 in 1975-76. In the academic 1976-77, there was a further decline to a total of 221. Eight courses were offered during the 1976 fall term, four in the 1977 winter term, and three in the 1977 spring term.

The annual operating budget of the College of Older Americans is now less than $3,000 a year — only about a tenth of what it was during the last year of federal funding — but the people at Mercyhurst are proud of the fact that it is still in the black. The income derived from tuition fees and COA Club memberships is sufficient to pay the instructors a flat fee of $100 per term, and to cover the cost of transportation, printing and mailing, and office expenses. COA is now a part of the Division of Special Programs at Mercyhurst, and the salary of its current administrator, Kathleen M. Skerlong, is paid out of the budget of that division.

"Despite the recent changes," Ms. Skerlong said in a recent campus interview, "the purpose of COA remains unchanged. It is still an educational center aimed at enriching the lives of adults and older people by providing them with stimulating intellectual experiences. We may be operating at a somewhat reduced level, but Mercyhurst is still committed to the concept of lifelong learning."

Project Elderly at Miami-Dade Community College

Dade County in Florida, with Miami as its county seat, has one of the nation's largest concentrations of older people. More than 225,000 residents of the county are 65 years of age or older — about 15 percent of the total

population. Most of them are white people who emigrated to the Miami area to retire, but there are also large numbers of blacks and Spanish-speaking Cubans. The majority are in the lower-income brackets.

In 1975, Miami-Dade Community College — which enrolls more than 50,000 students and is one of the largest community colleges in the country — received a grant from the Edna McConnell Clark Foundation to explore ways of meeting the educational needs of the older people in metropolitan Miami. The program, called Project Elderly, had two specific objectives: (1) to survey the Miami job market and determine the kinds of jobs that might be available to older people, and (2) to design a model training program that would prepare older workers to assume the available jobs. Mr. Ralph Johnson of Miami-Dade's Division of Community Services was named the project director.

The job market survey yielded two significant findings: (1) most of the employment opportunities available to older people in the area were in sales, bookkeeping, and clerical work, and (2) an overwhelming majority of the older people interviewed said they were more interested in courses that would enrich their retirement years than in courses designed to prepare them for jobs.

As a result of these findings, Miami-Dade set up a job development and placement program for older people interested in employment, but decided not to develop a model training program. Instead, it established a special program of credit and non-credit courses to meet the need for self-enrichment. For the convenience of prospective students, some of the courses were offered at various senior citizen centers throughout the city and others were offered at Miami-Dade's New World Center Campus, located in the heart of the city. During the first year, 1975-76, more than 700 older people enrolled in the 20 courses that were offered:

- ☐ Yoga
- ☐ Astrology
- ☐ Spanish
- ☐ Ceramics
- ☐ Afro-American History
- ☐ Dance
- ☐ Drama
- ☐ Nostalgia
- ☐ Physical Fitness
- ☐ English
- ☐ Comparative Religion
- ☐ Tableboard Games
- ☐ Social Problems
- ☐ American Literature
- ☐ Chorus
- ☐ Social Services
- ☐ Typing
- ☐ Sewing
- ☐ Legal Assistant Program
- ☐ Consumer Education

The students were recruited through radio, television, and newspaper announcements, as well as by members of the Project Elderly staff and volunteers at the senior citizen centers. Most of the registration was done at the centers, and an attempt was made to simplify the process, but many of the enrollees still found the paperwork burdensome. Since most of the enrollees were eligible for tuition waivers available to lower-income students, the Miami-Dade financial office developed a simplified application form for use by prospective registrants. Most of the instructors were recruited from the regular faculty at Miami-Dade's New World Center campus, but a few adjunct faculty members were hired to teach specialized courses.

In addition to the enrichment courses developed under Project Elderly, the New World Center Campus of Miami-Dade offers a wide variety of credit courses for older people in fifteen senior citizen centers throughout the city, as well as special courses in English and Spanish. Mr. Bennie Moore, Associate Dean of the Division of Community Services, estimates that more than 5,000 older people were enrolled in all of these courses during the 1976-77 academic year.

The New World Center Campus also serves older people in other ways. Its library is available to older persons who wish to come in and read newspapers or periodicals. Each Wednesday at noon, there is a musical program or other cultural event open to members of the

community at no charge. Films from the New World Center Campus library are available for showing at the city's senior centers. Members of the administrative staffs of the senior centers receive special training at the campus on how to deal effectively and compassionately with the needs and problems of older people. Members of the Project Elderly staff developed a special training program for law-enforcement officers on special situations in which older people often find themselves. Housing workshops are offered for elderly blacks and Latins. Pre-retirement seminars are held periodically for people in the 55-to-64 age bracket, and during the 1976-77 academic year a two-day workshop was held for clergymen in the Miami area who serve large numbers of older people.

Miami-Dade's North Campus, located in a residential section several miles from the downtown area, also has special programs for older people. Its Continuing Education Department offers a wide variety of credit and non-credit courses in which there is a substantial enrollment of older students, and its Division of Community Services — whose aim is to make the campus resources available to the community — also offers credit and non-credit courses for older people, in the evenings and on weekends. For the convenience of the students, some of these courses are taught at condominiums, apartment buildings, housing projects, and senior citizen centers. Among the offerings are courses in art, music appreciation, languages, crafts, psychology, and English. Special courses have been developed to train older people for volunteer positions as aides in senior citizen centers and as companions for elderly people confined to their homes. The objective of the North Campus programs is to help the elderly retain their sense of importance to the community as well as their independence. Most of the courses at the North Campus are taught by adjunct faculty members — people from the community who have special skills, experience, and competence. During the 1976-77

academic year, it served approximately 2,000 older students.

Opportunities for Older Adults at Hawkeye Institute of Technology

The Hawkeye Institute of Technology, which occupies a 320-acre campus in the farming community of Waterloo, Iowa, was established in 1966 as part of a state-wide system of community colleges created by the Iowa Legislature. Operated by a nine-member board of directors elected locally, it receives most of its funding from the state and serves an urban-rural population of about 224,000 people in six counties. Waterloo, located in Black Hawk County, has one of the nation's largest tractor manufacturing plants (John Deere), and the surrounding rural counties contain some of the richest agricultural land in the world.

The State of Iowa has the third largest percentage of senior adults in the country. All of its 15 regional community colleges have extensive programs for older people, but Hawkeye has the largest. Originally called "The Senior Adults' Awareness and Involvement Program" but now known as "Opportunities for Older Adults," it began in 1973 with a two-year federal grant channelled through the Iowa Commission on Aging.

The program originated as a response to requests from older people in the six-county area, and it was developed through a series of meetings attended by representatives of various community organizations serving older people. Its aim was "to enable senior adults to lead happier and more productive lives, to remain in their own homes longer, to become more self-sufficient, to take full advantage of retirement opportunities, and to utilize more effectively available community resources." Eligibility was limited to people over 60 years of age. Tuition was free, and students could take as many courses as they wished. For the convenience of the students, most of the courses were of-

fered during the daytime hours, generally at conveniently-located buildings throughout the six-county area. The buildings included retirement centers, nursing homes, recreation centers, churches, schools, and private homes. Within the Waterloo metropolitan area, free transportation was provided by the local Agency on Aging. In the rural areas, people either walked to class or formed car pools. Evening classes posed no problem. As one member of the Hawkeye staff observed in a recent campus interview: "People in this part of the country aren't afraid to be out at night."

The original courses, designed to meet the practical, recreational, and educational needs of older people in the area were as follows:

- ☐ Defensive Driving
- ☐ Billiards
- ☐ Woodworking
- ☐ Typing
- ☐ Decoupage
- ☐ Bridge
- ☐ Drawing
- ☐ Current Events
- ☐ China Painting
- ☐ Painting
- ☐ Braiding
- ☐ History
- ☐ Knitting
- ☐ Ceramics
- ☐ Sewing
- ☐ Canning
- ☐ Photography
- ☐ First Aid
- ☐ Writing for Publication
- ☐ Home Care and Repair
- ☐ Quilting
- ☐ Crafts
- ☐ Music
- ☐ Antiques
- ☐ Nutrition
- ☐ Exercises and Trimnastics
- ☐ Self Help
- ☐ Small gas engine repair and maintenance

Very few of the courses were taught by members of the Hawkeye faculty. Most were taught by skilled craftsmen in the area. Some volunteered their services, but most were paid at the rate of $6 per class hour. Most of the classes met once a week for two hours. The number of sessions varied from one or two ("mini-courses"), to ten or twelve ("maxi-courses").

During the first two years, when the program operated under the federal grant, enrollment averaged

about 6,000 a year. (This figure does not accurately reflect the total number of people served, since many people signed up for more than one course.) During the past two years, the program has been financed largely with state and local funds. Average annual enrollment has dropped to about 4,000 but Hawkeye has been able to avoid cutting back on the size and scope of the program by reducing administrative costs, enlisting the cooperation of organizations willing to allow their premises to be used for classroom purposes on a rent-free basis, and by offering to match, out of its own institutional budget, county funds available through the Area Agency on Aging. During 1976-77, Hawkeye was able to operate the program on a budget of $14,000 by devoting $7,000 of its own funds to the undertaking and raising an additional $7,000 in matching funds. The courses were substantially the same as those offered during the first years, and most were taught at off-campus locations by adjunct faculty members. The program operates under the direction of Hawkeye's Adult and Continuing Education Division, which is headed by George Bennett, a former supervisor of area vocational schools in Kansas who joined the Hawkeye staff in 1966, the year it opened.

In addition to "Opportunities for Older Adults," Hawkeye also enrolls about 2,000 older students in its continuing education courses, and operates a pre-retirement program, tuition free, for people 55 years of age and over. The pre-retirement program consists of seven two-hour sessions offered in the evening at an off-campus location in cooperation with the United Automobile Workers, the largest union in Iowa, and the American Association of Retired Persons, the largest organization of older people in the country. The sessions cover the following topics:

- ☐ The Need for Pre-Retirement Planning
- ☐ Expectation of Participants
- ☐ Goals of the Program

- ☐ The Psychology of Aging
- ☐ Handling the Stress that Aging Brings
- ☐ The Challenge of Successful Retirement
- ☐ Legal and Financial Planning
- ☐ Planning for a Retirement Home
- ☐ Values of Membership in AARP
- ☐ Social Security Benefits
- ☐ Medicare Benefits
- ☐ Private Insurance Benefits
- ☐ Employment in Retirement
- ☐ Volunteer Service
- ☐ Preserving Your Health
- ☐ Continuing Education Activities
- ☐ Creative Use of Leisure Time
- ☐ Satisfaction in Retirement

Only about 100 people signed up for the pre-retirement program during the academic year 1976-77. "It's ironic," said Mr. Bennett in a recent campus interview, "that many people right on the verge of retirement just aren't interested in planning for the changes it involves. But after they retire, they really appreciate all the help they can get in adjusting to those changes."

Elderhostel

One of the most unusual college programs for older people is Elderhostel, which combines the best features of hostel living with the opportunity for high-quality education at modest prices.

The idea originated at the University of New Hampshire three years ago, when that institution and four others in the state banded together to offer three week-long summer courses in the liberal arts to 220 elderly hostelers from all parts of New England. The schedule was so arranged that a hosteler could spend a week on one campus, and then move on to another.

Martin Knowlton, one of the two University of New Hampshire staff people who originated the idea,

wanted the program to be free of charge to people 55 and over, but he was working without funds, in a borrowed office, with borrowed supplies. He submitted grant proposals to several private foundations and federal agencies interested in the needs and problems of older people, and received a grant from the Spaulding-Potter Fund to cover development costs.

Two basic tasks remained — to raise money for operating costs, and to recruit students. Using funds from the Spaulding-Potter grant, Mr. Knowlton traveled throughout New England appearing on radio and television programs and before groups of senior citizens. At every stop he distributed Elderhostel brochures at senior citizen centers, housing developments for the elderly, libraries, and other likely places. Local newspapers helped him to spread the word.

In the Spring of 1975, Elderhostel received a federal grant to cover the estimated costs of instruction, but it became obvious that the participating colleges would have to charge a fee for room and board. In order to make the program accessible to as many older people as possible, the colleges set the fee at $50 a week, which represented the actual cost of room and board without including debt service and other fixed charges. Mr. Knowlton also launched a "hostelship" drive to provide board and room costs for those who could not afford them. He received many letters of encouragement, but few hostelships.

Each of the participating colleges offered three courses, scheduled so that its hostelers could take all three if they wished. Each course was taught by a regular faculty member. Mr. Knowlton felt it was important to use the best teachers, and to pay them for their work.

The courses offered the first year included (1) local early American history, a study of the historical sites near the campus; (2) an oral history seminar in which the pre-World War II recollections of the hostelers were recorded on tape; and (3) one of several op-

tions including writing, sailing, White Mountain geology, the poetry of Robert Frost, consumer politics, and many others. The oral history seminar proved most popular among the 220 hostelers who participated the first year.

Evening programs were planned as an integral part of the week's activities. A typical week's schedule included a wine-and-cheese get-acquainted party, a guest speaker followed by coffee and a discussion period, a theater production, drinks with the faculty and students of the graduate school, a nature walk, and a chicken barbecue.

To minimize costs and provide a complete change for the hostelers, the colleges offered authentic hostel conditions. The hostelers lived in college dormitories, ate in college dining halls, made their own beds, cleaned their own rooms, and looked after their own laundry. The hostel dormitories were chosen with the convenience of the hostelers in mind. All of the rooms were either on ground floors or on upper floors served by elevators. In some cases, light switches were located within reach of the beds to minimize the risk of falls in a strange, dark room. Telephones were readily accessible — each equipped with a list of emergency numbers — and refrigerators were provided for medicine. The dormitories were close to the dining halls and classrooms, and a dormitory resident sympathetic to the Elderhostel program was on call at all times.

The experiment proved so popular that in the summer of 1976 the network was expanded to 21 colleges in the six New England states. They offered a combined total of 70 weeks of college-level courses and served 1,280 elderly hostelers who spent an average of 1.6 weeks in the program. Widespread publicity, augmented by word-of-mouth advertising and Mr. Knowlton's recruitment efforts, proved so effective that hundreds of applicants had to be turned away.

The 1976 participants had a median age of 68 and an average age of 70. Although the minimum age

was 55, very few people under 60 participated. Three out of four were women. Very few of the men were single. Most were accompanied by their wives. The hostelers came from 24 different states, with New England accounting for about half of the enrollment. Nineteen percent listed themselves as former professionals. Slightly more than half had been white-collar workers, nine percent listed themselves as housewives, and only two percent claimed blue-collar status. About 70 percent had completed at least one year of college, several had college degrees, but an appreciable number had not finished grammar school.

For the summer of 1976, the fee for board and room was raised to $60 a week. In the meantime, state and federal funding had been obtained to cover tuition costs. Some of the 1976 hostelers said they were stretching their budgets to enjoy their Elderhostel experience as their only week away from home during the summer, but most said the cost was well within their means and many said it was one of the cheapest and most rewarding vacations they had ever taken.

According to Mr. Knowlton, the 1976 participants listed a number of reasons for preferring the experience to other continuing education programs at colleges and universities. "The strongest motivation, and the one most frequently expressed," he said in an article published in *Educational Gerontology*, was change — the opportunity to go somewhere different, do something different, and be something different. "This desire for change was coupled with a specific sense of romance associated with college campuses, but also was part and parcel of the 'American Dream' that college opens the way for one to *be* different."

Mr. Knowlton also said that the one-week time frame was another important factor. Most of the participants mentioned it favorably, saying that taking a week off was in many respects easier to plan than setting aside a particular evening each week for several months.

Some of the participants said they would like to have had their experience extended for two weeks or longer.

Even the most well-to-do mentioned cost as a motivating factor. As one participant observed: "What can you lose if you are getting a vacation and an education at the same time?"

More than half of the participants said they chose a particular college not because of its location but because of the courses it offered. Each participating college was free to decide the courses it would offer, which meant that there was considerable campus-to-campus variety. However, all of the participating colleges had to meet two Elderhostel requirements. First, they had to agree to provide courses that had an intellectual content and quality equal to those of the regular college offerings. This positive injunction required the participating institutions to play a self-policing role. The second requirement was phrased negatively. No participating college could offer any course that was specifically designed for the elderly. As Mr. Knowlton observed: "Elderhostel is not interested in teaching the elderly how to be old, which is certainly the effect, and often the purpose, of courses designed for the elderly. Elderhostel is based on the Aristotelian notions that education should be a liberating experience, and that one of the essential elements of the 'good life' is the use of the higher faculties." All of the Elderhostel courses are chosen with the Aristotelian admonitions in mind.

At three of the colleges that participated in the 1976 program, elderhostelers were mixed with regular students in several courses. In every case, the elderhostelers ranked those courses as the finest they had ever attended. The teachers and the younger students reported similar reactions. Franconia College in New Hampshire, one of the original Elderhostel schools, was so impressed with the reinforcement effect of having older students in the same classroom with regular students that it plans to offer Elderhostel throughout the regular academic year as well as in its summer session.

In the summer of 1977 there was a further expansion of the Elderhostel program. Twenty-three New England colleges and preparatory schools agreed to participate, as follows:

Maine: Ricker College in Houlton, and St. Francis College in Biddeford.

New Hampshire: Franconia College in Franconia; Franklin Pierce College in Rindge; Keene State College in Keene; New England College in Henniker; Plymouth State College in Plymouth; St. Anselm's College in Manchester; and the University of New Hampshire in Durham.

Vermont: Trinity College in Burlington, and the University of Vermont in Burlington.

Massachusetts: Amherst College in Amherst; Emmanuel College in Boston; Merrimack College in North Andover; Northern Essex Community College in Haverhill; Northfield Mount Hermon School in Northfield; Phillips Academy in Andover; Regis College in Weston; Southeastern Massachusetts University in North Dartmouth; Stonehill College in North Easton; and the Amherst campus of the University of Massachusetts.

Connecticut: The University of Hartford in West Hartford.

Rhode Island: The University of Rhode Island in Kingston.

In addition, Elderhostel programs were started by Eckerd College in Florida, four colleges in New York State, 25 colleges in Iowa, six colleges in North Carolina, Baldwin-Wallace College in Ohio, and the University of Montana at Missoula.

All of the colleges that participated in 1977 agreed to do so on a non-profit basis. The basic fee was set at $60 to cover room, board, and extracurricular activities. Tuition and administrative costs for the weeks that were covered by local, state, and federal funding were paid out of those funds. Some colleges agreed to continue their programs beyond the funded weeks, and for those weeks charged $100 a week. In addition, some colleges made provision for "commuter" elderhostelers. For the funded weeks there was no tuition charge, and for the un-funded weeks the tuition fee was set at $40 a week. Total enrollment at the participating schools and colleges was about 4,500.

Elderhostel now has a national office in Newton, Massachusetts. The new director is William Berkeley, who has been the director of The Commission on Educational Issues. Its board of directors is made up of educators and experts in the field of aging, and plans are underway to expand the board into a nationally-representative body. Mr. Berkeley's aim is to make the program self-supporting. "We hope the New England part of the program will be completely self-supporting by the end of 1978," he says, "and with a little luck and a lot of hard work the remaining parts of the program should reach that goal within a few years. We can then concentrate our efforts on raising more hostelship funds and developing a more efficient, reliable method of operation."

The name "Elderhostel" is now registered with the U.S. Patent Office and has been granted "Service Mark" status, which means it cannot be used without the permission of the Elderhostel board of directors. There is no charge for use of the name, but institutions using it must agree to meet the standards set by the board.

THREE

Planning a Program for Older People

The experience of colleges and universities surveyed by the Academy indicates that there are five basic requirements for the success of any program designed to meet the needs of older people:

1. A firm commitment on the part of the faculty, administration, and trustees that the program is not only worth undertaking but also that it merits a priority that will enable it to function as an integral part of the institutional mission, and not merely as a perfunctory gesture to the elderly.

2. The enthusiastic support and participation of key people in the community who know the needs, problems, and aspirations of older people from first-hand experience.

3. Careful academic and financial planning.

4. The development of a two-way communications system that will facilitate the flow of ideas, information, and advice from the college to the people it hopes to serve, and from this constituency back to the college.

5. A lot of hard work.

The length of time required to plan a program and the cost of getting it into operation will depend primarily on the nature and scope of the program the college decides to offer.

In planning a program for older people, there are several well-defined steps that must be taken. These include:

- ☐ Establishing an advisory committee
- ☐ Identifying the market
- ☐ Deciding on the nature and number of educational services to be offered
- ☐ Identifying the supplementary services required by prospective students
- ☐ Preparing an inventory of campus and community resources available for use in the program, including teaching talent, space, and other facilities
- ☐ Deciding on the most appropriate way of financing the program
- ☐ Selecting a program director
- ☐ Recruiting the faculty
- ☐ Recruiting the students
- ☐ Choosing the most appropriate time and location for the educational offerings
- ☐ Developing a built-in evaluation plan

The guidelines that follow, drawn from the experience of institutions that are operating successful programs for older people, describe how each of these steps should be taken.

Establishing an Advisory Committee

One of the first steps a college should take in planning the kind of a program it intends to offer is to establish an advisory committee, made up not only of key people on campus but also of older people from the community

as well as representatives from agencies and organizations in the community that work with older people. Such a committee is indispensable in reaching potential students, helping the college to design an effective program, advising on the selection of faculty and staff, helping to locate and acquire classroom space and other community resources, coordinating the proposed program with existing college and community services, endorsing the program when outside funding is sought, locating jobs and volunteer opportunities for students in the program, and arranging conferences with individuals and agencies crucial to the success of the program. For example, the advisory committee for the Senior Scholars Program at the University of North Carolina's Charlotte campus includes representatives from the Charlotte Senior Forum, the Mecklenburg chapter of the American Association of Retired Persons, and the Community Health Associations, as well as key people from the university and from several nearby colleges and universities.

The advisory committee should meet regularly, have real responsibility, and report to key people on campus. The committee also should issue public reports at appropriate intervals.

Surveying the Market

Early in the planning stage, the college must make a special effort to find out how many older people there are in the community, what kinds of educational services they need and want, what kinds of supplementary services they require, the most convenient time and location for the academic offerings, whether or not special transportation arrangements need to be made, and above all how much the prospective students are willing to pay for the services they want.

This can be done by getting in touch with the older people directly, after they have been identified

through the use of selected census tracts, or it can be done through various community agencies that work with older people — such as churches, senior citizen organizations, social service agencies, state and area agencies on aging, or appropriate departments of the city government. If the direct approach is used, either by interview or mail questionnaire, care must be taken not to offend the highly developed sense of privacy that many older people have acquired. They resent the kinds of questions that seem to pry into their personal affairs.

An outstanding example of an effective market survey was the one used by Bakersfield College in California. The Bakersfield study was undertaken by means of random interviews in selected census tracts chosen not only on the basis of concentrations of older people, but also on the basis of ethnicity, economic status, and location. The survey included questions on age, sex, race, educational attainment, use of public and/or private transportation, participation in activities outside the home, mobility, methods of obtaining news, membership in senior groups, interest in volunteer work, interest in full- or part-time employment, educational interests, preferences regarding program location and time, and the specific kinds of courses they would like to take. (See pages 64-68.)

This study helped Bakersfield to identify and define its potential clientele, their course interests, where and at what time of day classes would be most convenient, and special problems (such as transportation) that might have to be solved. On the basis of the information obtained in the interviews, Bakersfield was able to create a program that in six months attracted about 700 older people to 30 courses.

Identifying Available Resources

While the market survey is under way, the college also should determine what kinds of campus resources it can muster (such as classroom and dormitory space, teach-

ing talent, dining facilities, library services, laboratory facilities, counseling services, and administrative support) to meet the needs and interests of its prospective clients. It also should make a special effort to determine what resources there are in the community that could be used to supplement its own resources. Nearly every community has meeting places that could be used for instructional purposes, and many communities have a wealth of untapped teaching talent — artists, musicians, lawyers, accountants, clergymen, and other professional people who would welcome the opportunity to teach older people.

After the market survey and the inventory of resources have been completed, the college is then in a position to decide on the number and nature of educational services to offer.

Deciding on a Program

Colleges and universities have a wide variety of options open to them in planning a program for older people. Data obtained in the market survey and in the inventory of available resources will be useful in making the decision, and also in determining how, when, and where the courses should be offered. Following is a list of some of the options, based on current practice:

- ☐ On-campus courses for resident students
- ☐ On-campus courses for commuting students
- ☐ Outreach courses offered in a wide variety of off-campus locations such as churches, libraries, museums, housing projects, meeting rooms, and community centers
- ☐ Peer-group instruction in localities that have substantial pools of well-educated business and professional people
- ☐ On-campus or off-campus evening courses, some taught by regular faculty members and others by adjunct faculty recruited from the community

- ☐ Educational weekends or educational vacations during the summer months, making use of dormitories, classrooms, laboratories, libraries, and other facilities not being used for the regular college program
- ☐ Consortia arrangements among neighboring institutions of higher learning to maximize the use of available resources
- ☐ The creation of special on-campus centers for older students
- ☐ Mass media instruction and information services, tailored especially for older people, and delivered by way of radio, television, and/or local newspapers
- ☐ The provision of manpower-training courses for men and women working with older people in the community
- ☐ Seminars, workshops, colloquia, and other short-term discussions devoted to topics of special interest to older people

Course Content

The market survey and the inventory of available resources also will provide information useful in determining the content of courses to be offered. One of the easiest options open to a college is to grant free or reduced tuition for existing courses on a space-available basis. As mentioned earlier, many public colleges and universities are doing this as a result of state legislation. A growing number of private institutions have adopted the same policy, particularly when reduced rates are likely to attract enough older students to fill classes that are underenrolled. This simple step is an ideal way of meeting the needs of older people who want to take college-level courses for intellectual stimulation or as a means of preparing for new careers.

However, many older people have special needs that cannot be met by traditional college courses. Follow-

ing is an illustrative list of some of the courses that have been created to meet these needs:

- ☐ The Challenge of Maturity
- ☐ Fun and Profit with Antiques
- ☐ Cooking for One or Two
- ☐ Lip Reading
- ☐ Investment Options in Retirement
- ☐ Great Lives after 55
- ☐ How to Make a Will
- ☐ Consumer Information
- ☐ Crises of Middle Adulthood
- ☐ Psychology of Happiness
- ☐ Choosing a Place to Live
- ☐ Facts about Social Security

Programs offering a wide range of courses will draw more registrants, but there is a limit to what an institution can undertake without diluting quality.

Selecting a Program Director

The success of any program for older people depends heavily on the effectiveness of the director, and on the support the director receives from the institution. This is true of almost any academic undertaking, but it applies with special force when the venture is new and experimental. In the case of programs for older people, the director must be a person who not only has wide-ranging knowledge of the institution and its resources and the confidence of his/her colleagues, but also a sympathetic understanding of the needs and problems of older people and the ability to deal effectively with the key people in community agencies whose cooperation and assistance are vital to the success of the program. The experience of institutions responding to the Academy surveys indicates that it is not absolutely essential that the program director be an older person. However, he or she should be the kind of persons who can work amicably

and effectively with an advisory committee. If possible, the director should devote full time to the program. However, the experience of some institutions suggests that this is not absolutely essential in the case of a small-scale program.

Recruiting the Students

An effective recruitment program must reach, interest, inform, and motivate the older students the college wishes to serve. The market survey can be enormously helpful in planning the recruitment effort by identifying the media older people in the community read, watch, or listen to. Bakersfield College discovered that 60 percent of the people it interviewed read the local newspaper regularly, and that 79 percent watched TV or listened to radio. This information convinced Bakersfield that the mass media have great potential for reaching older people.

Here are some recruitment suggestions based on the experience of other institutions:

- Television and radio coverage can be obtained by means of community service announcements, news broadcasts, interviews on local talk shows, or even special programs for older people. "Generation III," a weekly television program created by Portland State University, provides information, entertainment, and inspiration to a large audience of older people in Oregon. The program, broadcast Sunday evenings and Monday mornings, includes news items, entertainment by local performers, interviews with older people who have made outstanding achievements in various fields of endeavor, and forums for the discussion of problems and issues of special interest to older people.
- Newspapers also can be an effective instrument for recruiting older students. Colleges

and universities that in former years would never dream of advertising for students for fear that it would tarnish their image are now aggressively recruiting new students through newspaper advertisements. More than eight pages in a recent *New York Times* supplement on education were filled with recruitment ads — some of them taking up nearly a quarter of a page. Advertising can be expensive, but it has proved to be an effective way of recruiting students in a highly competitive market. News releases, feature stories, and editorials also can be extremely helpful. Most newspaper editors realize that older people make up a substantial portion of their readership, and they are more than willing to be cooperative. Some devote special sections of their newspapers to news about older people, like the "Life Over Sixty" page which appears every Tuesday in *Newsday,* the most widely circulated daily on Long Island, New York.

- ☐ Special newsletters dealing with the activities of older people also can be used to recruit students. At Kirkwood Community College in Iowa, older volunteers publish a monthly newsletter called *Involvement,* which is distributed to about 23,000 older residents of seven nearby counties.
- ☐ Business firms also can be helpful. Several colleges reported that they were able to persuade local banks and utility companies to include recruitment flyers with their monthly statements to customers.
- ☐ Special gatherings can be held on campus to call attention to the recruitment effort. These might include seminars on topics of interest to older people, entertainment, craft fairs, or open-house receptions to which older people are especially invited.

- ☐ Speakers from the college faculty or administration can be sent to meetings of older people in the community to describe what the college hopes to do.

A major theme to communicate in all of these recruitment efforts is that older people are welcome on campus or wherever the classes are to be held. Many older people, remembering unpleasant or embarrassing experiences they had in elementary or secondary school, feel uncomfortable about the idea of attending college classes. Specifically, they may be apprehensive about how they will be treated by younger students and faculty members, and about whether or not they can keep up with the rest of the class.

Recruiting the Faculty

The number of faculty members to be recruited, and their fields, will depend on the number and nature of the courses to be offered, but several considerations should be kept in mind in doing the recruiting:

- ☐ Not all faculty members are interested in teaching older people, and very few have had the experience. Enthusiasm and experience are important qualifications.
- ☐ Older students vary just as widely as their younger counterparts in interest, ability, motivation, and previous educational experience. Some tend to be shy in the presence of younger students and younger faculty members, and reluctant to participate in the give-and-take of classroom discussion. Personal warmth and sensitivity are other qualities that should be looked for in recruiting faculty members.
- ☐ Many older students bring to the classroom a wealth of practical experience. They are quick

to spot glibness or shallowness in a teacher, and will not tolerate condescension.

- ☐ In recruiting faculty members for specialized courses that the college may decide to offer, the wealth of teaching talent available in most communities should not be ignored. It is important, however, to look for the same qualities in adjunct faculty members that are demanded of the regular faculty.

Selecting Appropriate Locations

Information obtained from the market survey will be extremely helpful in deciding on the most appropriate location of courses, seminars, and workshops for older people. In any event, convenience and accessibility are prime considerations.

Highly motivated people will travel miles to attend a course they are interested in, but if a class is made more accessible by locating it near a high concentration of older people, or by providing transportation, more students are likely to enroll. Scheduling classes at hours most convenient to the prospective students will have the same effect.

Holding classes in such highly accessible locations as churches, community centers, and housing projects has the advantage of enabling older people to assemble in comfortable, familiar, and informal places. But a college campus also has its attractions. It offers an atmosphere, and facilities, that cannot be duplicated in an outreach location. Some older people enjoy the adventure of traveling to a college campus and mingling with younger students. Ideally, therefore, on-campus as well as off-campus classes should be included in the program. While the outreach locations are good for serving existing groups of older people close to where they live, some program administrators report that on-campus classes bring together people with common interests who

otherwise might not be able to share their ideas and experiences.

Transportation can be a problem for on-campus courses. Many older people do not have cars, and public transportation is often inadequate, unreliable, or inconvenient. Providing good transportation is not always easy. Some colleges have been able to persuade the local bus company to provide older people with direct transportation to and from the campus, often at reduced fares, and others have started a mini-bus system of their own, subsidized with local, state, or federal funds. Another possibility is to recruit volunteers who are willing to provide transportation for older students. An increasing number of local communities have volunteer transportation services for the elderly.

Colleges also should keep in mind that many older people cannot easily climb stairs. Wherever possible, classrooms on and off campus should be located on the ground floor or in buildings with elevators.

Ease of registration is another important factor to be kept in mind. If at all possible, the complex and time-consuming procedure so often required to register students should be simplified for older people. They are not as patient with red tape as younger people are. Some colleges and universities responding to the Academy questionnaires reported that they had established special registration days for older students, simplified the forms, streamlined the procedures, and provided a generous amount of assistance. Some, like Miami-Dade Community College, conduct registration sessions at senior citizen centers.

Scheduling Times

Based on information obtained in the market survey, the time-scheduling of classes for older people will depend largely on the location of the class, the availability of space, the nature of the surrounding neighborhood, the

adequacy of transportation, and the preferences of the prospective students.

A number of the institutions covered in the Academy study reported that older students had expressed a preference for early afternoon classes, citing fear of being out at night, the desire to avoid rush-hour traffic in the morning and late afternoon, and the need to keep mornings free for errands, household chores, and other activities.

This is not to say that evening or morning classes are not practical. If older people feel safe in getting to and from evening classes, they will turn out. And not all older people want their mornings free for other activities. "Mornings at Manhattanville," a program operated by Manhattanville College in Purchase, New York, brings older people to the campus as early as 9:30 a.m.

Other advantages of daytime classes, aside from the fact that most courses in the regular college curriculum are scheduled in the mornings and afternoons, are that transportation is more readily available and that volunteers who may be needed to provide supplementary services generally prefer to work in the daytime.

Specialized classes taught by adjunct faculty are frequently scheduled in the evening because that is ordinarily the only time such teachers are available. However, there are exceptions to this general rule, and the program director should check on the availability of adjunct faculty members before preparing class schedules.

In any event, colleges should experiment with a wide range of class times and select those that best suit the convenience of their older students.

Methods of Instruction

Since older people learn in a wide variety of ways, just as their younger counterparts do, no single method of instruction can meet all of their needs. The most effective teaching technique will usually depend on the nature of

the subject matter, the objectives of the particular course, and the sophistication of the participating students. All the traditional methods of instruction will therefore have a role to play in the teaching of older students — including lectures, demonstrations, seminars, workshops, discussion groups, laboratory work, and reading assignments.

There is, however, one major difference between mature adults and youngsters fresh out of high school. Older people have accumulated a wealth of practical experience and a perspective on life that comes from having lived a long time. They have experienced at first hand many of the events, trends and upheavals that make up a large part of the subject matter of modern history, politics, sociology, economics, and the other social sciences, and are therefore better able than younger students to appreciate the significance of the subject matter and to contribute more effectively to the classroom discussion. The wise teacher will capitalize on these assets.

For imparting knowledge in an organized and systematic way, the combination of a well-written text, amplified and enriched by well-prepared lectures and skillfully directed discussion periods, is just as effective with older students as with younger ones. One elderly couple interviewed by a member of the Academy staff said they much preferred the discussions led by an informed college teacher to the rambling "rap sessions" held in some senior citizen clubs.

Workshop courses — those in which students learn a skill, a craft, or a foreign language through imitation of the teacher and supervised practice — have been very popular with older people. Such courses are particularly useful in preparing older students for new jobs or careers, and for helping them to develop leisure-time skills.

Since some older people do not read as quickly as they did in their younger years, the compassionate teacher will not overburden them with heavy reading as-

signments, but will make distinctions between what is essential and what is desirable if time permits.

Supplementary Services

Most colleges already offer their regular students a wide variety of services that would be helpful to older students, including academic or career counseling, cultural and recreational activities, health care, information about careers, and job-placement services. With relatively little extra effort, virtually all of these services also can be made available to older students, either by more intensive use of existing facilities or by coordinating them with facilities available in the community. In planning such services, however, the institution must keep in mind that they do cost money, and that the cost should be included in fees paid by the student, unless the institution is prepared to underwrite it.

Evaluating the Program

An integral part of any academic program for older people should be a carefully thought out plan for evaluating and improving it. The plan need not be an elaborate statistical enterprise involving all of the sophisticated methodology sometimes used in attempting to measure educational outcomes. Its scale and scope should be commensurate with the nature and magnitude of the task it is expected to perform, and care should be taken to see that the evaluation does not become an end in itself. This often happens when evaluators allow their zeal to overpower their sense of perspective.

Above all, an evaluation plan should be designed to yield information that will be useful not only in assessing the effectiveness of the program, but also in deciding what modifications may be necessary to improve it.

The first requirement of a sound evaluation plan is a clear, well-defined statement of the purpose of the

program and its major objectives. This statement should be developed at the very outset, because it represents the yardstick by which the outcomes are measured. Many an evaluation has turned into an exercise in futility because the purpose and objectives of the program to be evaluated were not clear to the evaluators. Moreover, the objectives may change over time, and it is important for the evaluators to describe these changes, why they occurred, and what effects they had.

Care also must be taken to be sure that the evaluation instruments to be used are the ones most likely to yield the kinds of information the evaluators need. Inappropriate instruments will not produce useful data. In the case of programs for older people, testing is certainly appropriate and useful. Older students like to know how they are doing, just as their younger counterparts do, and the test data can often provide clues about the effectiveness of the teaching. Student and faculty questionnaires also can provide information useful in assessing various aspects of the program and in determining what modifications need to be made. If the members of the advisory committee are kept adequately informed about problems and issues that arise during the course of the program, they, too, can help in the evaluation.

Results of the evaluation should be made available not only to those directly involved in the program, but also to the college community, the alumni, and the community at large. If the results are favorable, they can help the college in attracting more older students, and even in obtaining financial support from unexpected quarters.

FOUR

Financing the Program

At the present time, finding money to establish and operate an academic program for older people is extremely difficult. Most colleges and universities are already in a tight financial bind, and many are cutting back on regular programs. Government agencies at the local, state, and federal levels are operating on austere budgets. Corporations, in giving to higher education, do not assign a high priority to programs for older people, and very few foundations have entered the field. One of the principal difficulties in finding outside funds is that academic programs for older people are a relatively new development in higher education, and new ideas are sometimes hard to sell. It would be folly, therefore, for any institution to establish such a program with the naive expectation that it can be supported indefinitely with outside funds.

That is not to say, however, that seed money for such programs is not available from government, industry, or foundations. Many of the programs covered in the Academy surveys had received such assistance.

The Federal Government

The Older Americans Act of 1965, which created the Administration on Aging as an integral part of the Department of Health, Education and Welfare, provided a great deal of the early impetus for the development and operation of academic programs for older people. This statute was superseded and broadened by the Older Americans Comprehensive Services Amendments of 1973. Under this legislation, funds were granted to the states for a wide variety of services to older people. State agencies on aging, and regional offices of the Administration on Aging, were established to implement the provisions of the law.

In the fall of 1976, the federal legislation dealing with the education of older people was expanded once again. On October 12, the Congress enacted Public Law 94-482, the so-called "Education Amendments of 1976," containing two provisions that are of special importance to colleges and universities seeking federal support for efforts to help older people. Both are contained in Title I of the law.

Part A of Title I authorizes the Office of Education to make grants to the states for strengthening community service programs in colleges and universities, and for expanding continuing education programs. Continuing education is defined to mean "postsecondary instruction designed to meet the educational needs and interests of adults, including the expansion of available learning opportunities for adults who are not adequately served by current educational offerings in their communities." Any state wishing to receive its allotment of funds under this part of the act must designate or create an agency to prepare a state plan for submission to the U.S. Commissioner of Education. An appropriation of $40 million was authorized to finance the cost of the Part A programs in the fiscal years 1977, 1978, and 1979.

Of greater importance, however, are the provisions of Part B of Title I. Part B, which is labelled

"Lifelong Learning," states that "American society should have as a goal the availability of appropriate opportunities for lifelong learning for all its citizens without regard to restrictions of previous education or training, sex, age, handicapping condition, social or ethnic background, or economic circumstance." It goes on to state that "Lifelong learning includes, but is not limited to, adult basic education, continuing education, independent study, agricultural education, business education and labor education, occupational education and job training programs, parent education, postsecondary education, preretirement and education for older and retired people, remedial education, special education programs for groups or for individuals with special needs, and also educational activities designed to upgrade occupation and professional skills, to assist business, public agencies, and other organizations in the use or innovation of research results, and to serve family needs and personal development."

The responsibility for carrying out this sweeping mandate was assigned to the Assistant Secretary of HEW, in whose office the Administration on Aging is located. The authorized appropriations were $20 million for the fiscal year 1977, $30 million for fiscal 1978, and $40 million for fiscal 1979.

Although these components of the Educational Amendments of 1976 have not been funded to the full extent of the original authorizations, the Congress has made modest amounts available for carrying out some of their provisions.

In the meantime, the Administration on Aging continues to be the most promising source of federal funds for higher education programs serving older people. Grant information can be obtained from the AoA office in Washington or from one of the State Agencies on Aging listed in Appendix C.

Several other agencies of the Federal Government also have funds that can be used for the education of older people. For example:

- ACTION, an agency established in 1971 by

combining several existing federal volunteer programs into a single administrative unit, operates the Retired Senior Volunteer Program (RSVP) under which older people are trained for various kinds of volunteer service.

- Fairhaven College at Western Washington State University in Bellingham obtained funding from the Fund for the Improvement of Post-Secondary Education for an experimental program in multigenerational education that enables older people to live on campus, take special courses or audit regular courses, and share their experiences with younger students on campus.
- The Continuum Center for Adult Counseling and Leadership Training at Oakland University in Michigan obtained funds from the National Institutes of Mental Health to provide vocational guidance for adults, chiefly through personal growth workshops, at only a small cost to the retired participants.
- The recently established National Institute on Aging also has funds that can be used by colleges and universities for research on the needs and problems of older people.
- Federal scholarships constitute an important source of indirect institutional assistance. The Office of Education's Basic Opportunity Grants, for example, are open to older students as well as to those of traditional college age, but they are available only to students pursuing a full-time program leading to a degree.

State and Local Governments

State governments have contributed significantly to the education of older people by enabling them to take

courses at public colleges and universities, on a space-available basis, either at no cost or at a reduced rate.

Some states also provide individual students with scholarships that can be used at private as well as public colleges or universities. The eligibility requirements vary from state to state, but in several states older people are using such scholarships to attend college.

States also play an important part in the administration of federal programs for older people, through the state agencies on aging that were established under the amendments to the Older Americans Act of 1965. If federal funds are appropriated to carry out all of the higher education provisions of Public Law 94-482, the role of the states will be expanded.

State governments also provide much of the financial support for the wide variety of programs offered at community colleges.

Corporations and Community Organizations

Fourteen of the institutions that responded to the 1974 Academy questionnaire reported that they had received some support for their older-student programs from business corporations, and twenty-four reported that they had received help from civic clubs and other community organizations. The support ranged from outright gifts to the provision of scholarships for individuals participating in the programs.

More and more corporations are establishing preretirement programs for their employees, and some of them are turning to colleges and universities to develop and operate them. One enterprising institution, Kean College in Union, New Jersey, did not wait to be asked. It developed a preretirement counseling program which it offers to industrial firms on a contractual basis.

Many corporations now sponsor scholarship programs and make direct contributions to colleges and universities in the areas served by their operating branches,

and it is entirely possible that some might like to consider scholarships for older people.

Local civic clubs and organizations which engage in philanthropy on a small scale also might be persuaded to contribute to the support of programs for older people, and there is always the possibility of interesting individual citizens of considerable means.

Foundations

Twelve of the institutions that responded to the Academy's 1974 survey said they had received help from foundations in getting their programs under way. However, most major foundations receive more requests for assistance than they can possibly honor, and whatever funds they might be willing to contribute are likely to be modest sums for "seed money" rather than substantial amounts for long-term support. Foundations generally expect that if they help a promising program in its developmental stage, it will prove sufficiently worthwhile to attract continuing support from other sources.

That is not to say, however, that foundations ought to be ignored in seeking support for special programs for older people. All of the major foundations read their mail and grant a hearing to people with good ideas. And many of the smaller foundations are continuously searching for new ways of effectively using their modest resources to help local educational and charitable enterprises.

Tuition and Fees

Most colleges and universities, and particularly those that are privately controlled, depend on tuition and fees for a major part of their operating revenue, and this is the soundest long-range policy for institutions planning to establish special programs for older people. Sixty-seven of the institutions that responded to the Academy's 1974

survey indicated that their programs were largely financed from tuition and fee income.

Although there are many older people who cannot afford today's tuition rates, there are also many who can. About 25 percent of the U.S. families headed by people over 65 have annual incomes of $10,000 or more, and about 3.5 percent have incomes of $25,000 or more. A special census report published in 1976 showed that the per-person income of people over 65, although substantially less than that for younger adults, more than doubled between 1965 and 1974. These data indicate that large numbers of older people have money to spend for education, and the experience of the colleges and universities that charge tuition for the courses they offer to older people bears out the census data.

Many older people living on modest incomes are willing to pay, if not full tuition and fees, at least a portion of the regular rate. Some institutions covered in the Academy survey have a sliding-scale tuition plan, based largely on the "pay-what-you-can" idea. Even the older poor generally indicate that they would like to pay something for their courses rather than take charity. Paying gives them a greater sense of involvement and an added incentive to do well.

The market survey should yield information useful in deciding how much prospective older students are willing to pay for certain courses, but care must be taken in obtaining such information. Most older people resent any attempt to pry into their personal or financial affairs. Instead of asking for income data in the market survey, it is generally wiser to ask prospective students what courses they are most interested in and how much they might be willing to pay for such courses within a specified price range. Some courses are less expensive to give than others.

Many people now in retirement are feeling the pinch of inflation and need a job that will give them an additional source of income. These people may be more likely to invest tuition dollars in courses that will enhance

their existing skills or help them develop new skills. People preparing for retirement are likely to have a special interest in courses dealing with finances, housing, personal development, and the constructive use of leisure time.

There are no hard-and-fast rules regarding the amount of tuition that should be charged for older-student programs. The amount will depend primarily on the cost of creating and operating the program, the ability of older students to pay, and the extent to which the program can be subsidized from other sources — including gifts from alumni and friends of the college who might have a special interest in the education of older people. Finally, some institutions may be able to find some of the money needed to serve older students by eliminating high-cost courses that do not attract enough regular students to warrant their continuation. This is not always easy to do, but in many institutions it can be done.

In any event, the challenge to college administrators is to convince older people that taking a course, getting a degree, or preparing for a new career can be a rewarding and worthwhile investment of their time and money, and that institutions of higher learning are willing to help them do it at a reasonable cost.

FIVE

Working Tools

In planning a program for older people, each institution should develop a set of working tools that will help it carry out the planning and evaluation steps discussed in Chapter III. Since the size, scope, and nature of individual programs will vary widely, it is not possible here to prescribe a set of working tools that will perform effectively in all situations and under all circumstances. However, it is possible to provide illustrative examples of the kinds of tools that have worked well for institutions that are already operating successful programs for older students. That is the intent of this chapter.

Most of the examples were drawn from the six program models described in Chapter II. They were selected for illustration here because they reflect the variety that characterizes the programs from which they were drawn, and because they are simple enough to be readily adaptable by a wide array of institutions that may be considering the idea of establishing programs for older people.

Exhibit I — A Market Survey Instrument

An excellent example of a market survey instrument is the one developed in 1974 by Bakersfield College in Bakersfield, California, as part of a demonstration project for older people funded by the California Commission on Aging, now the California State Office on Aging.

Bakersfield is a two-year community college that serves a large geographical area about a hundred miles north of Los Angeles. The area is largely rural, but it includes the city of Bakersfield — with a population of about 80,000 — and several other communities. The total population of the area is about 330,000. Approximately 35,000 of the people who live in the area are over 60 years of age. About 10 percent are black, and about 20 percent are Mexican-Americans. Some are Orientals, and others are American Indians. The ethnic mix of the population to be served was a major factor in deciding what courses to offer. Because of the size of the area Bakersfield serves, the availability of transportation was an important consideration in deciding where and when the courses should be taught.

To conduct its market survey, Bakersfield hired twenty people from the surrounding area and brought them together for a brief but intensive training session in the techniques of interviewing. Several were members of the advisory committee. Two were bilingual Mexican-Americans, and three were blacks. A copy of the instrument they used is reproduced on pages 64 through 68.

Exhibit II — Recruiting Posters, Leaflets, and Brochures

As indicated earlier, institutions have used a wide variety of techniques to recruit older students. Most have relied heavily on posters displayed at strategic locations throughout the community, and on leaflets and

brochures circulated to older people either directly or through appropriate community agencies.

Reproduced on pages 69 through 74 are examples of the posters, leaflets, and brochures used by the six institutions whose programs were described in Chapter II. Elderhostel and the Hawkeye Institute of Technology use brochures similar in size and format to a tabloid-sized newspaper. Only the front covers of these brochures are reproduced. Several of the other institutions use pocket-sized leaflets that open out to four or six pages. In those instances, the interior pages are reproduced.

Exhibit III — Newspaper Advertisements

Most of the institutions whose programs were described in Chapter II also used newspaper advertising to call attention to their programs. Examples of the ads used by Mercyhurst College and the Hawkeye Institute of Technology are reproduced on pages 75 and 76.

Exhibit IV — Application Forms

Since many older people are "turned off" by the red tape involved in the typical admissions process, most institutions covered in the Academy surveys have made a special effort to keep the process as simple as possible. Many have developed simplified application and registration forms. Reproduced on pages 77 and 78 are the one-page application forms used by Elderhostel and the New School's Institute for Retired Professionals.

Exhibit V — Fee Waiver

Older students in low-income brackets can apply for a waiver of the usual matriculation fee at Miami-Dade Community College. Reproduced on page 79 is the form used for older students who wish to enroll for a

maximum of six credit hours of instruction. The form serves three purposes. The upper portion is the student's application, the middle portion is the appropriate certification of the student's eligibility for the waiver, and the lower portion is the bursar's authorization of the waiver.

Exhibit VI — Elderhostel's Criteria for Participating Colleges

Because of the widespread publicity the Elderhostel program has received over the past two years, the director receives a large number of inquiries from institutions exploring the idea of participating. Reproduced on page 80 is the one-page statement he included with his response to inquiries in 1977.

Exhibit VII — Newsletters

Many of the colleges and universities that are operating programs for older people use informal newsletters, published periodically, as one means of informing students, faculty members, advisory committee members, and key people in community agencies about program developments. Reproduced on page 81 is the front page of the first issue of the newsletter published by Fordham's College at Sixty.

Exhibit VIII — Job-Finders

It will be recalled that Miami-Dade Community College operates a placement service for older students who are interested in full or part-time employment. Reproduced on page 82 is a notice it sends to prospective employers in the greater Miami area.

Exhibit IX — Evaluation Instruments

Most of the colleges responding to the Academy surveys indicated that they had developed some sort of an evaluation plan to assess the effectiveness of their programs, pinpoint the weaknesses, and provide clues to improvement. Some of the evaluation plans were highly sophisticated, and others were quite informal. Among the evaluation instruments usually employed, in addition to the traditional faculty and student questionnaires, were statistical profiles of the student body and course-by-course enrollment data. Examples of these instruments are provided on pages 83 and 84. On page 83 is a statistical profile of the 131 older students who attended Fordham's College at Sixty in the fall of 1976, and on page 84 is a reproduction of the form Mercyhurst's College of Older Americans used to record its course-by-course enrollment in the academic year 1976-77.

Exhibit X — Financial Reports

Careful financial planning is of crucial importance to the success of any college program for older people. The financial plan need not be elaborate, but its aim should be to bring income and expenditures into balance at whatever level the program operates. Mercyhurst College is a good example of an institution that has followed this common-sense fiscal approach. When federal support for its College of Older Americans came to an end, it was forced to cut back its budget for the program, but it did so in a manner that caused the least damage. For the past two years it has been operating the College of Older Americans at a level it can afford to continue. Its financial report for the 1975-76 academic year, reproduced on page 85, shows a modest surplus. The report itself is a model of simplicity.

Bakersfield College Market Survey Form

YOUR AGE:

_____ 60-64
_____ 65-69
_____ 70-74
_____ 75+

EDUCATION:

How many years of schooling have you completed?

_____ 5 grades or less
_____ 6-8 grades
_____ Attended high school
_____ Completed high school
_____ Attended college
_____ * _____ How many years of college? Degrees completed _____

Did you know that Bakersfield College offers special classes and programs for older adults no matter what their educational background?

_____ Yes
_____ No

TRANSPORTATION:

Do you regularly make use of any of the following means of transportation around town?

_____ Private car?
_____ Bus
_____ Taxi
_____ Bicycle
_____ Walking

ACTIVITIES:

Do you participate on a regular basis in any form of leisure activity outside your home? (Card games, bowling, golf, etc.)

_____ Yes
_____ No

If yes, how often do you participate in such leisure activities?

_____ Two or more times a week
_____ Once a week
_____ Twice a month
_____ Once a month
_____ Less than once a month

Would any of the following reasons likely prevent you from attending programs?

_____ No transportation
_____ Sickness or other physical limitations
_____ Cannot leave other person(s) alone
_____ Too busy with other activities
_____ Language barrier - Would you attend classes given in Spanish? Yes_____ No _____
_____ Simply not interested
_____ None of these

If transportation is a problem, would it help if a school bus were to make a stop near your home to pick you up?

_____ Yes
_____ No

If yes, what would be the most convenient location available to others in your neighborhood besides yourself?

_____

Do you ordinarily read or watch or listen to any of the following?

_____ Daily newspapers - Which?_____
_____ Local radio and TV - Any particular station or program?_____
_____

_____ Store bulletin boards - Where?_____

How might Bakersfield College best inform you of upcoming programs for senior citizens?

_____

Do you belong to any senior citizen organization or clubs?

_____ Yes
_____ No. If no, would you like some organization to contact you?
Yes_____
No_____

Are you interested in volunteering your time to help others?

_____ Yes
_____ No

Are you interested in full-time employment if available?

_____ Yes
_____ No

What abilities or skills do you have that would contribute to your getting a volunteer or paid position?

_____

_____

Do you engage in any educational or cultural activities (attend adult education classes, take music or art lessons, attend concerts or plays, etc.)?

_____ Yes
_____ No

EDUCATIONAL NEEDS AND INTERESTS:

Do any of the following educational program areas sound interesting to you?

_____ How to Enjoy Retirement
_____ Health for Senior Citizens
_____ Arts and Crafts
_____ World Affairs
_____ Cooking and Nutrition for Older Adults
_____ Music and Drama Presentations
_____ Protecting Yourself from Con Artists
_____ Travel Around the World
_____ National and State Parks in California
_____ Other

If educational programs were offered convenient for your attendance, especially for older adults, without grades or formal registration, and during the day, would you be interested in attending?

_____ Yes
_____ No

Can you think of any classes or programs you would particularly like to attend?

_____ Yes. If yes, what?_____
_____ No

If Bakersfield College were to offer a class or program you were interested in attending, where would you like it to meet?

_____ On the main college campus
_____ In the Downtown area (Chester Avenue)
_____ A church near your home
_____ A school near your home
_____ Other?_____

Would you be interested in programs on TV or radio?

_____ Yes. If yes, do you have cable: Yes_____
_____ No No_____

Would you be interested in being trained for volunteer work or employment?

_____ Yes
_____ No

Area or skill?_____

The following questions are optional and may be answered or not, at your option, but they would help the college serve the needs of retired persons.

What was your major life occupation? _____

What is your major source of income? (Social Security, pension funds, private investments, etc.)_____
_____

What are your future goals? (Travel, job, volunteer work, recreation, education, etc.)?_____
_____

Do you feel you need any particular assistance in any area? (Income, counseling, health, etc.)?_____
_____

Do you have any suggestions as to how Bakersfield College might be of further service to you?_____
_____

INTERVIEWER: The following questions to be answered by you, BY OBSERVATION ONLY.

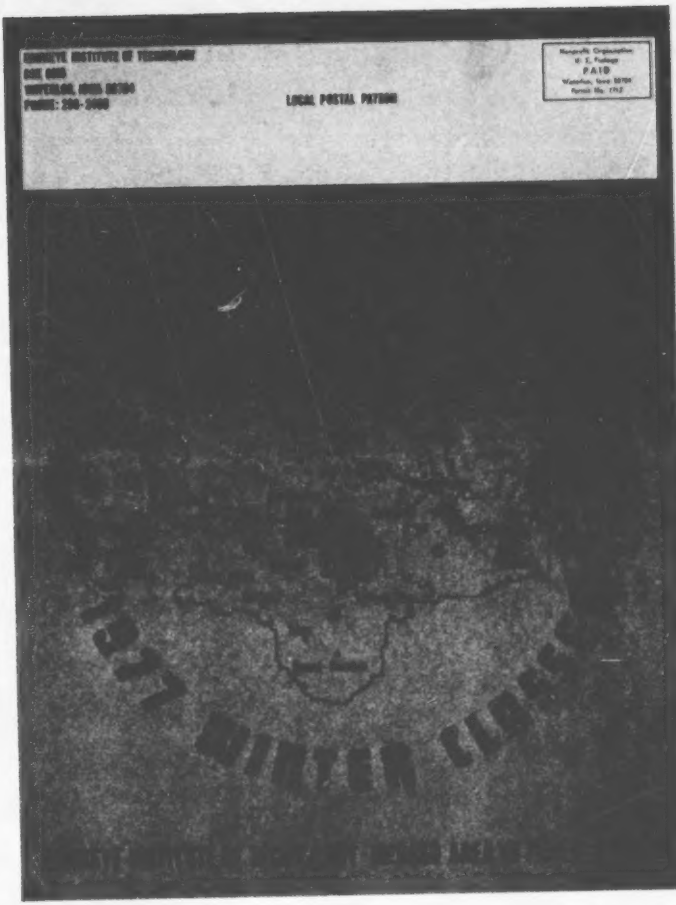
Sex: Male_____
Female_____

Ethnic origin:
White (Anglo) _____
Black (Negro) _____
Chicano (Mex-Am) _____
Oriental _____
American Indian _____
Unable to determine _____

Were there any obvious problems not covered by the interview? (Extreme poverty, surroundings, family concerns, etc.)
Explain. _____
_____

Suggestions for further action or referral: _____
_____

Address of interviewee and name, if volunteered _____
_____


LOCAL POSTAL PATRON
PAID

Retirement to What?

Retirement poses a problem for many people. Most people are psychologically unprepared for retirement. With the current trends toward earlier retirement and improved pensions, Americans will be spending more and more years at retirement leisure. How then can the educated person occupy this full time leisure creatively? The Institute for Retired Professionals at the New School for Social Research has an answer—back to school.

A University Program For The Educated Retiree

The New School's Institute for Retired Professionals

What is the IRP?

The Fall of 1962 at the New School in New York City marked the opening of the Institute for Retired Professionals, the first educational venture of its kind in the United States. The Institute is not a special course created for retirees by the university. It is a program which was developed by retirees themselves with the help and encouragement of the university.

Its sponsorship by a major institution of adult education is a recognition that the vast pool of experience and talents possessed by the increasing numbers of educated retirees must somehow be utilized to make their lives more meaningful.

The IRP offers an opportunity for the many highly trained retired professionals to renew their education at the university level without the usual course procedures. Because of the life experience and interests of its members, it epitomizes a unique concept of adult education. Its members are both teachers and students at the same time. All learn from each other. Thus retirees from teaching, law, medicine, government service as well as from executive positions in business explore new interests and directions in their retirement years.

Membership

Membership is open to those who have recently retired from a professional or executive career. Applicants must have suitable educational background and interests. Admission is determined after a review of the application by the Admissions Committee.

The members come from a large variety of professions. This diversity of life experiences has brought a new interest to the lives of retirees whose socialization during their working careers was often limited to colleagues in their own professions. Above all it has added a welcome breadth of vision to discussions at IRP groups.

left, right

(l) Doris Brennan, Coordinator, Institute for Continued Learning (ICL), University of Calif. Extension at La Jolla, Calif. (r) Ely Hirsch, Director, Institute for Retired Professionals, The New School. (l) Jacob Kaplan, J.M. Kaplan Fund. (r) Dr. Seth May, Noted Psychoanalyst and Author. (l) Dean Alice Kandell, The New School. (r) Jessie Bierer, Director, Center for Learning in Retirement (CLR), University of Calif. Extension at San Francisco. (r) Frank Tooke, Director, Association for Retired Professionals, Temple University, Philadelphia, Pa.

Programs at Other Universities

The IRP has aided educational institutions to initiate programs where the educated retiree is involved as both teacher and student. At a workshop held in November, 1976 at The New School entitled "University Programs for the Educated Retiree," almost 60 institutions of higher learning sent representatives to observe the IRP program and to participate in workshops. The conference showed an awareness on the part of universities of the need for new approaches in programs for the educated retiree.

THE COLLEGE OF OLDER AMERICANS

at

MERCYHURST COLLEGE

WHAT IS THE PURPOSE?	To enrich the lives of middle aged and older adults through stimulating, intellectual, learning experiences
WHO CAN PARTICIPATE?	Any man or woman age forty and older.
WHAT IS OFFERED?	A series of classes each term which cover a wide variety of topics including history, art, music, science, world religions, sociology, literature, languages, philosophy, and so on.
ARE THERE TESTS OR GRADES?	No grades or tests are given. The classes are for your own enjoyment.
WHAT IS THE COST?	$10 per course or purchase an annual COA Club membership which entitles you to UNLIMITED COA classes for one year.
WHAT OTHER BENEFITS DOES COA OFFER?	As a COA participant, you would be entitled to audit regular Mercyhurst College courses for a reduced fee of $20 per course.
WHAT IS THE COA CLUB?	You can purchase a membership in COA for $25 for a single person or $35 for a married couple. This membership is valid for one year and entitles you to: 1. UNLIMITED COA classes 2. Free admission to on-campus activities (movies, plays, games, etc.)
WHERE ARE THE CLASSES HELD?	All classes are held in the classrooms of Mercyhurst College.
FOR MORE INFORMATION:	C.O.A. Office Mercyhurst College 501 East 38th Street Erie, PA 16501 864-0681 ext. 292

COA CLUB MEMBERSHIP

NAME_____

ADDRESS_____ CITY_____ STATE_____ ZIP_____

PHONE_____ _____ $25 Single Membership

_____ $35 Married Couple Membership

Return check with this form to: COA Office, Mercyhurst College, 501 E. 38th St., Erie, PA 16501

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THE COLLEGE AT SIXTY

FORDHAM AT LINCOLN CENTER
113 WEST 60th STREET, N.Y.C. 10023

Offers to

RETIRED college graduates
RETIRED non-college graduates
PRE-RETIRED persons, fifty years and older

An Opportunity to

RENEW learning in the Liberal Arts: history, political science, literature, fine arts, philosophy, religion, science, psychology

STEP from the work force into a creative learning environment

LEARN with peers in small, informal, low-key seminar groups

PREPARE for new leadership roles; para faculty

EARN a college degree or credits

SHARE life experiences and opinions in human resource groups

ENJOY learning for its own sake

The College at Sixty provides a highly popular alternative to retirement. It is a bridge program from the "world of the work force and the family to the serious reflection and study basic to living a creative life during the leisure years following separation from paid employment.

The College at Sixty courses listed here are two-hour seminars offered usually in the mornings, which meet weekly for twelve or more sessions in the Fall and Spring semesters. Upon successful completion of four seminars a certificate is awarded entitling the recipient to enter the Liberal Arts College of Fordham without additional admission requirements. The seminars are open to those holding degrees as well as those who do not. An interview is required prior to admission.

COURSE LISTING*

Philosophy
HU 10010—Major Philosophies of Life
Search for purpose, ultimate concern, and the meaning of life in the thought of such Founders as the Buddha, Socrates, Confucius, Moses, Muhammad, Jesus, Karl Marx.

HU 10025—Plato and Aristotle
Roots of today's moral, psychological and educational ideas in Socrates, Plato, Aristotle.

Arts
AH 10012—Understanding the Arts I
Psychological and philosophical principles underlying the creative process; understanding the visual and musical arts in historical settings.

AH 10019—Understanding the Arts II
A survey of the development of musical styles and forms.

AH 10022—Introduction to Visual Arts
Basic principles and generalizations underlying the visual arts in the twentieth century. Growth of personal appreciation of the creative process.

Science
NS 10013—Our Changing Environment
A study of the current trends and research in the field of modern science with special emphases on such topics as ecology, hunger, nutrition, pollution, evolution, genetics.

Literature
HU 10014—Contemporary Literature
An examination of modern Western sensibility through short novels by such authors as Tolstoy, Henry James, Dostoyevsky, Marin Faulkner, Virginia Woolf, Camus, O'Connor.

HU 10024—Literature: Three European Novels
A study for personal insight into our existential situation and our consciousness of the issues of illusion and reality in three different but very significant European novels. The novels selected may differ from semester to semester.

Psychology
SS 10015—Psychology of Growth: Humanistic Approach
In focusing upon the major contributions of existential psychologists and philosophers, this course illustrates the involvement of humanistic psychology out of philosophy. Writings of such psychologists as Jung, Maslow, Rollo May, Gordon Allport, Eric Fromm, Kurt Goldstein will be considered.

SS 10025—Psychology of Adulthood: Maturing and Aging
A study of such topics as the origin and nature of changes as people grow older, developmental stages and crises in adulthood, commutes and discontinuities in the life cycle, cultural stereotypes of aging, role losses and role changes, family stresses, and the development of identity.

New Limit
SS 10011—New Look at America Since the Depression
An historical examination of the American journey in our lifetime—our wars, including the Cold War with Russia, and our economic, social and technical "revolutions," from the '29 Crash to Watergate.

SS 10026—New Look at Economics and Politics
After examining the causes and impact of the Great Depression of the '30's, the course concentrates on recent political, economic and social developments with special attention to inflation, recession and the possibilities of constructive economic and political change.

Interdisciplinary
IS 11311—Oral History
The theory and practice of oral history with interest centering on developing skills in interviewing, tape recording, transcription and documentation of information. Experience with the review process both as interviewer and responder. A valuable skill course.

*Not all courses will be given in any one semester. Write or call (212) 956-3797 for latest schedule.

Visit: Room 821

Call: 956-3797

Write: Dr. Robert W. Adamson, Director
THE COLLEGE AT SIXTY, Box 45
Fordham at Lincoln Center
113 West 60th St.
New York, N.Y. 10023

ELDERHOSTEL '77

Dear Friends,

I hope you will be as pleased as we are with the fine programs the Elderhostel '77 schools have planned for you. The only cloud on our horizon is, as usual, finances. This is the New England Region's transitional year, the year we cross the bridge from grant-supported to self-supporting. We are especially grateful to those colleges which are helping to ease the transition by offering weeks beyond those for which funding is available. There are other changes as well, please read page 2 carefully.

I'm looking forward to sharing another adventuresome summer with you. Keep moving — but take time to smell the flowers.

Marty

Martin P. Knowlton
Executive Director

The New England Hostels

CONNECTICUT
University of Hartford, West Hartford

MAINE
Ricker College, Houlton
St. Francis College, Biddeford

MASSACHUSETTS
Amherst College, Amherst
Emmanuel College, Boston
Merrimack College, North Andover
Northern Essex Community College, Haverhill
Northfield Mount Hermon School, Northfield
Phillips Academy, Andover
Regis College, Weston
Southeastern Massachusetts University, North Dartmouth
Stonehill College, North Easton
University of Massachusetts, Amherst

NEW HAMPSHIRE
Franconia College, Franconia
Franklin Pierce College, Rindge
Keene State College, Keene
New England College, Henniker
Plymouth State College, Plymouth
St. Anselm's College, Manchester
University of New Hampshire, Durham

RHODE ISLAND
University of Rhode Island, Kingston

VERMONT
Trinity College, Burlington
University of Vermont, Burlington

EH thanks Workshop Cards, Inc., of Concord, N.H., for permission to use the front cover sketch, and Karen Nixon, University of New Hampshire, for use of the photographs.

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BEING ACTIVE IS LIVING

Miami-Dade Community College, Downtown Campus, invites you to participate in new courses offerings especially designed to help older persons add interest to their lives and to help those who work with older people to approach their work with greater insight and understanding.

These courses will be offered each Wednesday on the Downtown Campus from 1-3:30 p.m. for six weeks beginning Oct. 15. The fee is $12 per course.

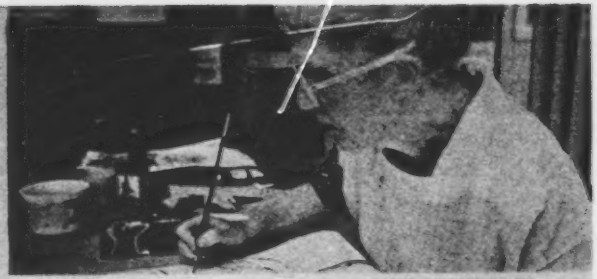
Project Elderly Courses (Starting Oct. 15)

SOP 601
DEATH and AFFIRMATION OF LIFE
This course seeks one to deal with thoughts and feelings about death and grief. There is an emphasis on a positive celebration of life.

PSY 023 TOWARD PERSONAL EFFICIENCY & INDEPENDENCE
is aimed at helping the older person find methods and means to maintain independence and promote feelings of self-worth.

CHP 105
PERSONALITY DEVELOPMENT
This is a study of the theories on the personality development with emphasis on those formulated by Freud, Adler, Jung, Skinner and other important psychologists.

PSY 080 PSYCHOLOGY OF AGING
The course will cover the changes in behavior that occur from adulthood to old age, with special emphasis on changes in personality, mental and physical health, sensation and perception, intelligence and learning. Other areas of discussion are of a more social-psychological nature, such as social roles and the impact of environmental change in older people.



WITH YOU IN MIND

Project Elderly has two major objectives:
1) to find jobs, paid and voluntary, for the older person; 2) to provide training for older adults to fill jobs in a way that satisfies both employer and employee.

In order to reach these objectives, two programs are being established, both with the acronym Osaia. The Older Adult Seeking Interdisciplinary Studies is a program that offers persons opportunities to pursue topics of interest to them through M-DCC courses. You can seek a college degree or take courses without having to go for a degree — whatever is your pleasure.

The Older Adult Serving in Society is a program that assists the older person (over, ? self-fulfillment. This can be done with the older adult contributing to society by working as a paid worker or as a volunteer in community projects. Your contributions serve a dual purpose of helping your community and providing you with interesting work. After all it seems to be a dull existence and a waste of time to add years to one's life without adding spirited, purposeful interests to those years.

For information about Osaia and what it can do for you call Project Elderly at 577-6705.

For Academic Advisement call 577-6880 or Project Elderly.

Financial Aid information can be obtained by calling 577-6786 or Project Elderly.

HOW DID PROJECT ELDERLY DEVELOP?

A one-year grant from the Edna McConnell Clark Foundation started Miami-Dade on this special program to develop unique courses and services for the older adult. Presently, a clearing house for job information and a means of filling volunteer posts in social agencies is being planned by Project Elderly's Osaia. Miami-Dade Community College recognizes the need for a variety of programs for the older adult. As a community institution, the college is endeavoring to meet this need.

PARTIAL LIST OF FUTURE COURSES

LOVE AND MARRIAGE IN LATER YEARS.
PRE-RETIREMENT PLANNING.
HUMAN SEXUALITY.
HUMAN DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS: THE MIDDLE AND LATER YEARS.
PHYSICAL FITNESS.
WHAT IN THE WORLD IS HAPPENING?

FREE

FOR PEOPLE 55 YEARS AND OLDER

COA

college of older americans

SESSION I (JUNE 11-27)

CLASSES MEET TUESDAY, WEDNESDAY, THURSDAYS

COURSE	TIME	ROOM	TEACHER
SKETCHING I	10:30-12:00	217-Z	R. MAZANOWSKI
YOGA	10:30-12:00	YOGA-*LRC	K. POLAND
DRAMA (DIRECTING)	10:30-12:00	**LT-WH	R. NORRIS
POETRY I	12:45- 2:15	201-M	SR. CHRISTIAN
BIOLOGY I	12:45- 2:15	114-Z	R. TIPTON
WATERCOLOR I	2:15- 3:45	216-Z	R. MAZANOWSKI
ADULT PSYCHOLOGY	2:15- 3:45	114-Z	FR. AMICUCCI

*LRC—Learning Resource Center **LT-WH—Little Theater-Weber Hall

SESSION II (JULY 9-25) CLASSES MEET TUESDAYS, WEDNESDAYS, THURSDAYS

COURSE	TIME	ROOM	TEACHER
SKETCHING I & II	10:30-12:00	217-Z	R. MAZANOWSKI
MEDITATION	10:30-12:00	YOGA-*LRC	K. POLAND
DRAMA (DIRECTING)	10:30-12:00	LT-WH	R. NORRIS
READING THE NOVEL	12:45- 2:15	201-M	SR. CHRISTIAN
YOU AND MUSIC	12:45- 2:15	*ZOO	DR. MENNING
WATERCOLOR I & II	2:15- 3:45	216-Z	R. MAZANOWSKI
HORTICULTURE LAB	2:15- 3:45	107-Z	R. LUDWOWSKI

*Zoo—Zoro Recital Hall — Learning Resource Center

EVENING SESSIONS (JUNE 9—JULY 28) CLASSES MEET 7:00-9:00 P.M.

NO CLASSES WEEK OF JULY 1

COURSE	DAY	ROOM	TEACHER
"THE CRISIS YEARS: 1930-1945"	SUN	114-Z	DR. GARVEY
CURRENT POLITICAL AFFAIRS	MON	203-M	B. GROSSMAN
VALUE CLASSIFICATION	MON	*AHL-LRC	J. COLLINS
LOCAL GEOLOGY	TUES	203-Z	B. THOMAS
BOOK REVIEWS	TUES	203-M	P. OTTLER
WATERCOLOR	WED	216-Z	S. MONTGOMERY
INTRO TO THE BIBLE	WED	203-M	REV. G. PATRICK C. SCHMITT
COLONIAL HISTORY	THURS	203-M	T. DELLAPOSTA
READING SKILLS	THURS	201-Z	R. CAPELLA
CURRENT FILM APPRECIATION	FRI	209-M	D. PALMER

*AHL-LRC—After Hours Lounge — Learning Resource Center M-Main Z-Zoro

REGISTER

BY PHONE: 864-8185

BY MAIL: 501 East 38 St., Erie, Pa. 16501 (USE BLANK BELOW)

IN PERSON: ZORE A COA OFFICE (Weber Hall), 10:00 A.M. to 4:00 P.M.

CLIP AND SEND

NAME..... PHONE.....

STREET ADDRESS..... CITY..... STATE..... ZIP.....

COURSE TITLE	SESSION (I, II, EVENING)
1.	
2.	
3.	
4.	
5.	

MERCYHURST

College of older Americans

CLIP THIS AD AND SAVE FOR FUTURE REFERENCE

OPPORTUNITIES FOR OLDER ADULTS SPRING CLASSES*

Offered in Co-operation With N.E. Iowa Council On Aging

NO TUITION CHARGE FOR PERSONS 55 OR OVER

To register for classes, or for more information, call Bernice Marquis, 234-5745. Classes held at the Cedar Falls Recreation Buildings can be registered for by calling 268-0483.

WATERLOO CLASSES

Defensive Driving . . . . . Maurice Casey
Feb. 27 — (2:30-6:30) — 4 Wednesdays
236 Commercial — Upstairs

Pocket Billiards (Pool) . . . . . Sam Walthour
Mar. 6 (10-12) — 12 Wednesdays
Boys' Club

Woodworking . . . . . Earl Bicknell
Mar. 5 (1-3) — 12 Tuesdays and Thursdays
Boys' Club

Beginning Typing . . . . . D. Davidson
Mar. 5 (3:30-5:00) — 12 Tuesdays and Thursdays
West High — Room 332

Small Gas Engines . . . . . Jack Bailiff
April 1 — (7-9) — 8 Mondays
NIT Campus — Power Mechanics Bldg.

Writing for Publication . . . . . Mary Kainer
Mar. 6 (1:30-3:00) — 10 Wednesdays
West Library — Waterloo

Home Care and Repair . . . . . Roland Wedemeier
Mar. 2 (9-11) — 10 Saturdays
Airline Hwy. Bldg. — Rear Area

Sing-A-Long . . . . . Merlys Messingham
On-going (2:00) — Last Thursday Each Month
Park Towers

Rug Braiding . . . . . Emma Hoard
Mar. 5 (1:00-3:00) — 6 Tuesdays
Park Towers — Harvest Room

Painting, Water or Oil . . . . . D. Holtkamp Stitt
Mar. 6 (1:30-3:30) — 9 Wednesdays
Art Assoc. — 11th and Washington

Film Festival
On-going (10:00) — Mondays
Park Towers — Harvest Room

Crafts . . . . . Velma Bienfang
On-going (2:30) — Mondays
Park Towers — Harvest Room

Iowa Natural History — May
Guided tours to sites of beauty and interest to learn about plants, animals, birds, and geological formations. Specific dates and sites will be announced later.

Knitting, Crocheting and Needlework . . Gale Quirk
On-going (9:00-11:00) — Wednesdays
265 Alta Vista

Advanced Bridge . . . . . Rosemary Pagano
Mar. 8 (9:30) — 10 Fridays
Park Towers — Harvest Room

Beginning Bridge . . . . . Dorothy Bennett
Mar. 5 (9:30) — 10 Tuesdays
Park Towers — Harvest Room

Know Your Antiques . . . . . Clyde Newell
Mar. 16 (7:00-9:00) — 4 Thursdays
Park Towers — Harvest Room

Guide to Good Eating . . . . . Kathryn Lott
Mar. 7 (10:00) — 4 Thursdays
Park Towers — Harvest Room

Current Events . . . . . Dick Hipwood
On-going (10:00) — Wednesdays
Park Towers — Harvest Room

Current Events . . . . . Dick Hipwood
On-going (10:00) — Mondays
Friendship Village — Chapel

Keep Fit Exercise . . . . . G. Wasmansky
On-going (9:10) — Tuesday and Friday
Friendship Village — Activity Room

Photography . . . . . Dan Jacob
March 7 (6:30-8:00) — 8 Thursdays
Friendship Village
Course will include color slides, color negatives, use of different lenses, exposure techniques, various cameras and films, and basic lighting.

CEDAR FALLS CLASSES

Decoupage . . . . . Cecile Powers
Mar. 6 (10:30-12) — 8 Wednesdays
Cedar Falls Rec. Bldg., 120 E. 2nd

Beginning Bridge . . . . . Dixie Hastings
Mar. 7 (9:30-11:30) — 8 Thursdays
Cedar Falls Recreation Building

Quilling . . . . . Edna Kolo
Mar. 4 — (1-3) — 4 Mondays
Cedar Falls Recreation Center

Brush-up Bridge . . . . . Dixie Hastings
Mar. 11 (1:30-3:30) — 8 Mondays
Cedar Falls Recreation Building

Drawing and Painting . . . . . Marie Cook
Mar. 4 (9:30-11:30) — 12 Mondays
Cedar Falls Recreation Building

Crafts . . . . . H. Guillaume
Mar. 7 (1:30-3:30) — 8 Thursdays
Cedar Falls Town Center

Keep Fit Exercise . . . . . Deb Green
On-going (4:00) — Mon., Wed., Fri.
Western Home — Lounge

Film Night
On-going (6:30) — Tuesday
Western Home — Chapel

EVANSDALE CLASSES

Sewing . . . . . K. Lott, G. Padget
Feb. 26 (9-11) — 8 Tuesdays
St. Mark Methodist Church — Evansdale

For information on classes in your town consult the list below:

Sumner — Call Mabel Layh 334-5076
Rainbeck — Call Doris Casey, 345-3962
Independence — Call Parol Lenz, 334-4713
Jesup — Call Parol Lenz, 334-4713
Winthrop — Call Parol Lenz, 334-4713
La Porte City — Call Linda Holschlag, 342-2499
Waverly — Call Janice Neal, 883-6298
Shell Rock — Call Janice Neal, 883-6298

*On-going classes may be entered at any time. In some classes participants will need to provide their own materials.

ELDERHOSTEL '77 REGISTRATION FORM

INSTRUCTIONS: (1) Please type, or print with ball point pen; (2) Double check your information before mailing; (3) Enclose a stamped, self-addressed envelope; (4) Don't forget to enclose your $10 deposit for each week of Elderhostel - checks payable to ELDERHOSTEL; (5) Registration for a spouse or friend should be submitted on a separate form but should accompany your form.

Mail to Elderhostel, 15 Garrison Avenue, Durham, N.H. 03824; if you have a question, call (603) 862-2055. Persons registering for Northern Essex Community College should send forms to: Ann E. Aman, Northern Essex Community College, Haverhill, Mass. 01830.

NAME _____
Last First Initial

Social Security Number___-___-____Telephone No. ___/____-_____ Sex____Date of Birth_____

Address _____

_____
Zip code

Name, address, and phone number of relative or neighbor to call in case of emergency (yours or ours)

_____

_____

FOR STATISTICAL PURPOSES ONLY: Education (highest level)_____Currently employed?_____

Pre-adult environment: Rural____ Small Town_____ City_____; EH experience: No____Yes:_____ '75 _____ '76

Check one: I need a single room, please return my deposit if single is not available_____
I prefer a single room, but will accept a double if necessary_____
I prefer a double room with an assigned roommate_____
I prefer a double room and my roommate will be _____(be sure roommate's form accompanies yours)

NOTE SPECIAL HEALTH PROBLEMS OR NEEDS (We ask this only because we cannot fully describe each campus and hostel in this brochure; many problems can be avoided or worked out in advance if we have full information. We also need to know if you have medication that requires refrigeration.)

_____

_____

_____

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Institute for Retired Professionals
New School for Social Research
66 West 12th Street, New York, New York 10011
(212) 675-2700

APPLICATION FOR MEMBERSHIP

Date _____

NOTE: Please read carefully the material concerning eligibility, fees, etc. in the accompanying descriptive literature. All questions *must* be answered fully if your application is to be considered.

Name _____ Sex _____

Address _____ Marital status S.___ M.___ W.___ D.___

_____ Tel. _____
City State Zip Code

Date of birth _____

Occupation and position held _____ Date retired _____

Organization, firm or school _____

Address _____

Person in charge _____ Yrs. of service _____
(please give dates)

(For teachers) Subject taught _____

Reasons for retirements: Age ____ Health ____ Other _____

Education: Schools attended _____
(above High School level)

Special Field of Study _____ Degrees Held _____

Honors, Publications, etc. _____

Hobbies: Before Retirement _____

Since Retirement _____

What learning areas are you *most* interested in? _____

Areas of special abilities _____

How long do you plan to be away from NYC between Sept. and May? _____

Do you do part-time work? ____ Kind _____ Hours per week _____

Do you do volunteer community work? ____ Kind _____ Where _____

Names of members in the IRP whom you know _____

(Please expand your answers on reverse side)

MIAMI-DADE COMMUNITY COLLEGE / Downtown Campus, 300 Northeast Second Avenue, Miami, Florida 33132

AUTHORITY FOR LOW-INCOME MATRICULATION FEE WAIVER

_____

Last Name First Middle/Maiden Student No.

_____

Social Security No.

_____

Street Address City County State ZIP

CERTIFIED BY _____

Agency

as being eligible for a matriculation fee waiver according to the federal government poverty criteria covering _____ for the _____ _____

credits authorized term

_____ .

academic year

_____ _____

Date Agency Official

I accept the waiver for payment of the matriculation fee indicated.

_____ _____

Date Student

The above-named student has registered for _____credit hours.

Matriculation fee $_____(special fees excluded).

_____ _____

Date Bursar

An Equal Opportunity Employer

ELDERHOSTEL

To Whom It May Concern:

ELDERHOSTEL has been designed as a non-profit program, but it is not intended to be a program that colleges and universities must support out of their own cash resources.

The ELDERHOSTEL Board of Directors has set the following standards for 1977.

1. Participating colleges and universities will charge a single fee of not more than $60 per week for 7 days accommodation in a standard university dormitory room, and all meals from Sunday supper through Sunday breakfast, with the exception of Saturday lunch and Saturday dinner.

2. In return for providing at least 3 ELDERHOSTEL courses per week, the colleges and universities accept a maximum total fee, whether paid by subcontract or direct grant, of $1,000 per week in lieu of tuition.

3. The Regional Offices of ELDERHOSTEL provide centralized administrative services, promotion, coordination, and primary registration of participants; aid the participating colleges in details of organizing the program; provide quality control supervision; and co-operate with and coordinate for the National Office in organizing workshops for member schools and their personnel.

Specific questions are welcome. Please call or write:

ELDERHOSTEL
New England Center for Continuing Education
15 Garrison Ave.
Durham, NH 03824

Tel. 603 862-1720

College at Sixty Newsletter

VOL. I. No. 1 Fordham at Lincoln Center May 1977

COLLEGE AT SIXTY REACHES OUT

Dr. Robert W. Adamson

As announced by Dean Shea at our December Party, a generous three-year grant from the Edna McConnell Clark Foundation will challenge us to pioneer, design, and test an outreach component for the College at Sixty. Although plans are still in their formative stage, some word should be shared so that you can think about your role in the project. Consequently, I am delighted that your editor, Olive Miller, and her no-nonsense staff--Myra Hajek, Helen Borchard, Edward Falkowski--have offered me this forum.

The Outreach Program should not be confused with our regular CAS program. The CAS is academically oriented, is supported by your tuition, and is a bridge program ordained to meet our need to sustain intellectual ability by making our minds a more interesting place in which to live. The Outreach Project is a social component. It builds on our capacity for serious reading, research, and active seminar participation, and then with training enables us to serve others in the community or within the University in a "second career". This project is open without charge to any of you who have taken or plan to take one of our CAS seminars.

In a press release to the Times and other newspapers, Mr. William Dugan of our Development Office wrote: "According to Dr. Adamson, the objective of the new Outreach Project is to increase the options for the elderly to generate income, to make productive contribution to the community and to continue achieve self-fulfillment". I shall borrow heavily from Mr. Dugan's perceptive release, but not lavishly.

The Outreach project will concentrate in eight basic areas over a three-year period:
1. Resource Panel Program: To awaken in the minds of the post-Watergate college or high school student a deeper appreciation of the relevancy of history for modern life. The panels will provide younger students with

cont. page 5.

SENIOR SENIORS GRADUATE

On Thursday, May 19th, at two o'clock in the Faculty Lounge, 12th floor, parents, grandparents, great aunts and uncles will be in the limelight -- not as relatives beaming on the younger generation but as proud graduates of the College at Sixty. The fifteen certificates holders will then be entitled to work toward a B.A. degree at Fordham or select courses of their choice in the LIberal Arts College, or continue in the CAS seminars.

The occasion is a gala one. Speeches will be short. Enthusiasm will be long. Entertainment will be fun.
Come to this unique event and bring your friends who may be interested in the CAS program.

MIAMI-DADE COMMUNITY COLLEGE
Downtown Campus • 300 Northeast Second Avenue • Miami, Florida 33132

HELP

Dear Employer:

You may not realize it, but you can probably use part, or full time employees who:

1. Require only minimum pay
2. Can probably do your job with little or no training.
3. Will be punctual.
4. Are careful about details.
5. Need less supervision.
6. Are apt to stay on the job longer.
7. Will not allow minor illnesses to keep them from the job.
8. Are less prone to boredom.
9. Are more serious about their work.
10. Are happy to fill temporary jobs.

We now have a good supply of such mature applicants, aged 55 and over, who are ready, willing and able to start work immediately.

This pool of experienced personnel has been acquired as a result of an intensive research and development program, under the auspices of Miami Dade Community College, through its "Project Elderly."

All applicants are thoroughly screened by us before referral. There is no charge for this service.

We will be happy to call on you personally for further explanation, or to obtain your job orders.

Sincerely yours,

D. L. Mindell

David L. Mindell
Project Elderly
Phone 577-6705

An Equal Opportunity Employer

COLLEGE AT SIXTY STATISTICS, FALL 1976

Average age of 27 male students: 67 Age range from 59-87
Average age of 112 female students: 64 Age range from 50-84

Education:

High school degree: 65 College degree: 19 Higher degree: 4
European education: 30 College courses: 21

Place of Birth:	Male	Female
USA	16	81
Europe	10	28
West Indies	1	1
Canada	0	2

Living Distribution:	
Manhattan West	65
Manhattan East	29
Brooklyn	7
Bronx	12
Long Island	19
New Jersey	7

Marital Status	
Married:	62
Single:	22
Widowed:	42
Divorced:	9
Separated:	4

Occupations:

Managing and Sales	19	Insurance	2
Skilled workers, clerks, bookkeeping, accounting	46	Teacher	5
Secretaries	13	Research	3
Doctor, nurse, pharmacist	11	Banking	2
Artist, actor, singer	6	Engineer	3
Civil service	5	Newspeper	5
Lawyer		Self-employed	9
		Housewife	8

Present Status:

Full or part-time work: 24 Volunteer work: 14 Retired: 101

Heard of CAS:

Times: 45; Posters: 15; Aufbau: 3; Wisdom Child: 3; Cue: 3; Staatszeitung: 1; TV: 2; AARP: 1; Post: 3; Excell: 5; Westsider: 1; Home Reporter: 1; Word of Mouth: 56.

Reasons for Attending CAS:

Stimulation: 58; Love to learn: 28; Keep occupied: 53

ENROLLMENTS

COA 1976 FALL TERM

COURSES OFFERED:

American Presidents	28
The Real West	14
Watercolor Workshop	12
Brainwashing in Literature	12
Yoga/Meditation	15
Crime Prevention	10
Early Christianity	18
Presidential Campaign '76	11
(70 unduplicated Students)	120
7 Students Auditing 8 Courses	8
	128
Total Unduplicated Students	77

COA 1977 WINTER TERM

COURSES OFFERED:

World War II	13
Wildlife in Pennsylvania	11
The Art of Looking and Feeling Well	13
The New Carter Administration	19
Total Student Courses	56
Total Unduplicated Students	33

COA 1977 SPRING TERM

COURSES OFFERED:

Americans and Religion	12
Getting to Know Yourself through Meditation and Yoga	14
Conversational Spanish	11
Total Student Courses:	37
Total Undaplicated Students:	32

COA FINANCIAL REPORT

1975-76

FALL 1975, WINTER 1976, SPRING 1976, SUMMER 1976

June 30, 1976

INCOME

COA CLUB MEMBERSHIPS

Singles - 46 @ $25	$1150	
Couples - 16 @ $35	+ 560	
	$1710	

SINGLE CLASS FEES

Fall Term - 57 @ $5	$ 285	
Winter Term - 18 @ $10	$ 180	
Spring Term - 17 @ $10	$ 170	
Summer Term - 18 @ $10	$ 180	
	$ 815	$1710
		$ 815
		$ 460

COA AUDITS

Fall Term - 6 @ $10	$ 60	$2985 TOTAL
Winter Term - 7 @ $20	$ 140	
Spring Term - 6 @ $20	$ 120	
Summer Term - 7 @ $20	$ 140	
	$ 460	

EXPENSES

INSTRUCTOR FEES

Fall Term - 4 @ $10 per student	$ 320	
Winter Term - 9 @ $100	$ 900	
Spring Term - 7 @ $100	$ 700	
Summer Term - 4 @ $100	$ 400	$2320
	$2320	$ 104
		$ 171
		$ 90

MILEAGE

Total October - May	$ 104	$ 80
		$2765 TOTAL

BULK MAIL	$ 171
PRINT SHOP (estimate)	$ 90
GENERAL OFFICE SUPPLIES (estimate)	$ 80

TOTALS

INCOME	$2985
EXPENSES	$2765
	+ $ 220

APPENDIX A

Colleges and Universities Offering Programs for Older People in 1975-76

(Based on replies to Academy questionnaire mailed in December 1976)

I. Institutions Offering Free or Reduced Tuition to Older People

Arizona:	☐ Eastern Arizona College, Thatcher
California:	☐ California State University - Long Beach ☐ San Jose State University, San Jose "OVER 60" program
Colorado:	☐ Colorado Mountain College, Glenwood Springs ☐ Mesa College, Grand Junction ☐ Western State College of Colorado, Gunnison
Connecticut:	☐ Greater Hartford Community College, Hartford ☐ Housatonic Community College, Bridgeport "Seniors Train Seniors" ☐ Mattatuck Community College, Waterbury
Georgia:	☐ Albany Junior College, Albany ☐ Clayton Junior College, Marrow ☐ Georgia, University of, Athens ☐ Georgia Institute of Technology, Atlanta ☐ Georgia State University, Atlanta ☐ Middle Georgia College, Cochran
Hawaii:	☐ Leeward Community College, Pearl City
Idaho:	☐ Idaho State University, Pocatello
Illinois:	☐ Black Hawk College, Moline " Senior Citizens Program" ☐ Roosevelt University, Chicago "Senior Citizen Program" ☐ Sauk Valley College, Dixon
Indiana:	☐ Ball State University, Muncie ☐ Vincennes University, Vincennes
Iowa:	☐ Graceland College, Lamoni "Retirement Study Grant Program"

Kansas:	☐	Butler County Community College, El Dorado
	☐	Donnelly College, Kansas City
	☐	Johnson County Community Junior College, Overland Park "Brown and Gold Club"
Kentucky:	☐	Alice Lloyd College, Pippa Passes
	☐	Morehead State University, Morehead
Maine:	☐	University of Maine, Machias
Maryland:	☐	Howard Community College, Columbia
	☐	Montgomery College, Rockville
Massachusetts:	☐	Quinsigamond Community College, Worcester "Mini-Courses for Elders"
	☐	Westfield State College, Westfield
Michigan:	☐	Glen Oaks Community College, Centreville
	☐	Northern Michigan University, Marquette "Senior Citizens Program"
	☐	Northwestern Michigan College, Traverse City
	☐	Saginaw Valley State College, University Center
	☐	West Shore Community College, Scottsville
Minnesota:	☐	Austin Community College, Austin
	☐	Willmar Community College, Willmar
Missouri:	☐	Missouri Southern State College, Joplin "60+ Program"
	☐	Missouri Western State College, St. Joseph
	☐	Moberly Area Junior College, Moberly
New Jersey:	☐	Fairleigh Dickinson University, Rutherford
	☐	Ramapo College of New Jersey, Mahwah "Lifelong Learning Program"
New York:	☐	Adelphi University, Garden City "Guest Scholar Program"
	☐	Cayuga County Community College, Auburn
	☐	Iona College, New Rochelle
	☐	Jefferson County Community College, Watertown
	☐	Molloy College, Rockville Centre
	☐	New York Institute of Technology, Old Westbury "Program for Adults"
	☐	St. John's University, Jamaica "Senior Citizen Program"
	☐	SUNY College at Cortland, Cortland "Project Turnabout"
	☐	SUNY College at Potsdam, Potsdam

	☐	Tomkins-Cortland Community College, Dryden "Mature Students Program"
North Carolina:	☐	Blue Ridge Technical Institute, Flat Rock
	☐	North Carolina, University of, at Charlotte
Ohio:	☐	Bowling Green State University, Bowling Green "SAGE/Senior Adult Grants for Education"
	☐	Cincinnati Technical College, Cincinnati
	☐	Cincinnati, University of, Cincinnati "Senior Citizen Program"
	☐	The College of Wooster, Wooster
	☐	Denison University, Granville "Community Scholars Program"
	☐	Findlay College, Findlay "Findlay College Senior Program"
	☐	Miami University, Oxford
	☐	Ohio Dominican College, Columbus
	☐	Ohio State University, Columbus "Program 60"
	☐	Ohio University — Main Campus, Athens "Senior Citizens Program"
	☐	Otterbein College, Westerville
	☐	Sinclair Community College, Dayton "Senior Citizens Golden Age Program"
	☐	Terra Technical College, Tremont
	☐	Walsh College, Canton
	☐	Xavier University, Cincinnati
	☐	Youngstown State University, Youngstown "Adult Student Outreach"
Oregon:	☐	Clatsop Community College, Astoria
Pennsylvania:	☐	Lock Haven State College, Lock Haven
	☐	Millersville State College, Millersville
South Carolina:	☐	College of Charleston, Charleston
South Dakota:	☐	Black Hills State College, Spearfish
Tennessee:	☐	Jackson State Community College, Jackson
	☐	Memphis State University, Memphis "Senior Citizen Auditors"
	☐	Tennessee-Chattanooga, University of "Senior Citizens Free Audit Program"
Texas:	☐	Midwestern State University, Wichita Falls "Institute for Lifetime Learning"
Vermont:	☐	Castleton State College, Castleton
Virginia:	☐	College of William and Mary, Williamsburg
	☐	Mary Washington College, Fredericksburg

	☐	Northern Virginia Community College, Alexandria
	☐	Rappahannock Community College, Glens
	☐	Southside Virginia Community College, Alberta
Washington:	☐	Seattle Pacific College, Seattle "Senior Learners"
	☐	Whitworth College, Spokane "Senior Scholar Program"
Wisconsin:	☐	Southwest Wisconsin Vocational-Technical Institute, Fennimore
	☐	Wisconsin-Eau Claire, University of
Wyoming:	☐	Casper College, Casper "Golden Age Scholarship"

II. Institutions Offering Continuing Education Courses of Special Interest to Older People

Arizona:	☐	Arizona State University, Tempe
California:	☐	Modesto Junior College, Modesto
Connecticut:	☐	Southern Connecticut State College, New Haven
Florida:	☐	Gulf Coast Community College, Panama City
Georgia:	☐	West Georgia College, Carrollton
Idaho:	☐	Boise State University, Boise
Illinois:	☐	Illinois Central College, East Peoria "Lifetime Learning Courses"
	☐	State Community College, East St. Louis
	☐	Triton College, River Grove "Continuing Education for Older Adults"
Iowa:	☐	Ottumwa Heights College, Ottumwa
Kentucky:	☐	Kentucky, University of, Lexington "Donovan Fellowship for Senior Citizens"
Massachusetts:	☐	North Shore Community College, Beverly
	☐	Northern Essex Community College, Haverhill "Gold Card Program"
Michigan:	☐	Henry Ford Community College, Dearborn "Senior Adult"
	☐	Mott Community College, Flint
Missouri:	☐	Fontbonne College, St. Louis "Senior Citizens' Audit"
New Jersey:	☐	Kean College of New Jersey, Union
	☐	Ocean County College, Toms River "Silver Edge"

New Mexico:	☐	New Mexico Military Institute, Roswell
North Carolina:	☐	Southeastern Community College, Whiteville
Ohio:	☐	Columbus Technical Institute, Columbus "Good as Gold Education"
	☐	Lorain County Community College, Elyria "Senior Citizens' Special Interest Courses"
	☐	Notre Dame College, South Euclid "Lifelong Learning"
	☐	Toledo, University of, Toledo "Program 65"
Oklahoma:	☐	Southeastern Oklahoma State University, Durant
	☐	South Oklahoma City Junior College "Senior Citizens Program"
Oregon:	☐	Clackamas Community College, Oregon City
	☐	Southwestern Oregon Community College, Coos Bay "Golden Age Club"
Pennsylvania:	☐	Community College of Allegheny County-Boyce Campus, Monroeville
Rhode Island:	☐	Rhode Island, University of, Providence "Senior Citizens"
South Carolina:	☐	Tri-County Technical College, Pendelton
South Dakota:	☐	Freeman Junior College, Freeman
Texas:	☐	Eastfield College, Mesquite
Washington:	☐	Lower Columbia College, Longview
Wisconsin:	☐	Nicolet College and Technical Institute, Rhinelander
	☐	Waukesha County Technical Institute, Pewaukee

III. Institutions Offering Courses Specifically Designed for Older People

Alabama:	☐	George C. Wallace State Community College, Dothan
Arizona:	☐	Maricopa Community College District, Phoenix "Six Dimensions for People Over 60"
	☐	Phoenix College, Phoenix
	☐	Yavapai College, Prescott "Retirement College"
California:	☐	Allan Hancock College, Santa Maria "Senior Citizen Courses"
	☐	Bakersfield College, Bakersfield "Programs for Senior Adults"

- ☐ Cabrillo College, Aptos
  "Senior Activity Centers," "Gold Card"
- ☐ Chabot College, Hayward
  "Service to Seniors"
- ☐ Coastline Community College, Fountain Valley
  "Emeritus Institute"
- ☐ College of Marin, Kentfield
  "Emeritus College"
- ☐ College of the Desert, Palm Desert
- ☐ College of the Siskiyous, Weed
  "Senior Citizen Program"
- ☐ Long Beach City College, Long Beach
  "Senior Adult Program"
- ☐ Los Angeles Valley College, Van Nuys
  "Senior Adult Program"
- ☐ Monterey Peninsula College, Monterey
  "Learning Is Living"
- ☐ Palomar College, San Marcos
  "Satellite Program for Older Adults"
- ☐ San Diego University, San Diego
  "Educational Growth Opportunities for Retired Adults (EGO)"
- ☐ University of California, Los Angeles
  "Teleclass"
- ☐ University of San Francisco, San Francisco
  "Fromm Institute for Lifelong Learning"

Colorado:
- ☐ Adams State College, Alamosa

Connecticut:
- ☐ Connecticut College, New London
  "Elderhostel"
- ☐ University of Hartford, Hartford
  "Elderhostel," "Adult Guest Program"

Florida:
- ☐ Brevard Community College, Cocoa
  "Project OPEN"
- ☐ Florida Junior College, Jacksonville
  "Education for the Aging"
- ☐ Manatee Junior College, Bradenton
  "Senior Citizens' Program"
- ☐ Seminole Community College, Sanford
  "Project OASIS"

Hawaii:
- ☐ Honolulu Community College, Honolulu
  "Hawaii State Senior Center"

Illinois:
- ☐ Belleville Area College, Belleville
- ☐ Black Hawk College — East Campus, Kewanee
  "Henry County Senior Citizens"
- ☐ Kankakee Community College, Kankakee
  "Preparation for Retirement"
- ☐ Lincoln Trail College, Robinson

	☐ Oakton Community College, Morton Grove "Senior Adult Program"
	☐ Wabash Valley College, Mt. Carmel
Iowa:	☐ Hawkeye Institute of Technology, Waterloo "Opportunities for Older Adults"
	☐ Iowa Central Community College, Fort Dodge
	☐ Iowa Lakes Community College, Estherville
Kansas:	☐ Emporia Kansas State College, Emporia "Lifetime Education"
Kentucky:	☐ Northern Kentucky University, Highland Heights "Senior Seminars in History"
Maine:	☐ Ricker College, Houlton "Elderhostel"
Maryland:	☐ Catonsville Community College, Catonsville "Lifelong Learning for the Senior Adult"
	☐ Community College of Baltimore, Baltimore
	☐ Dundalk Community College, Dundalk "Senior Workshop"
	☐ Essex Community College, Baltimore "Friendly Seniors"
	☐ Loyola College, Baltimore "Creative Living"
Massachusetts:	☐ Merrimack College, North Andover "Elderhostel"
	☐ Regis College, Weston "Elderhostel"
	☐ Southeastern Massachusetts University, North Dartmouth "Institute on Health and Long Life"
Michigan:	☐ Aquinas College, Grand Rapids "Emeritus College"
	☐ Jackson Community College, Jackson "Continuing Education for Older Adults"
	☐ Kalamazoo Valley Community College, Kalamazoo "Operation Road," "Project ERA"
	☐ Lansing Community College, Lansing "CARE" (Consortium for Aging and Retirement Education)
	☐ Madonna College, Livonia
	☐ Oakland University, Rochester "Personal Growth for Olders"
	☐ Schoolcraft College, Livonia "Senior Adult Services"
	☐ Southwestern Michigan College, Dowagiac "Project ALERT"

Missouri:	☐	Longview Community College, Lee's Summit
Nebraska:	☐	Northeast Technical Community College, Norfolk "Education for Aging"
	☐	University of Nebraska, Omaha "Older Adults Community-Wide Education Program"
New Hampshire:	☐	Franklin Pierce College, Rindge "Elderhostel"
	☐	Keene State College, Keene "Elderhostel"
	☐	Plymouth State College, Plymouth "Elderhostel"
	☐	Saint Anselm's College, Manchester "Live-in Seminars"
New Jersey:	☐	Atlantic Community College. Mays Landing "SAGES"
	☐	Camden County College, Blackwood "SAGE"
	☐	Gloucester County College, Sewell "Cultural Caravan"
	☐	Middlesex County College, Edison "Senior Citizen Projects"
New York:	☐	Adirondack Community College, Glens Falls "Senior Citizens Programs"
	☐	College of Mount St. Vincent, Riverdale "College Emeritus"
	☐	Fordham University, New York "The College at Sixty"
	☐	Hunter College, New York "Senior Citizens Program," Brookdale Center for the Aging
	☐	Mount Saint Mary College, Newburgh "Senior Citizen Program"
	☐	New York City Community College, Brooklyn "Institute of Study for Older Adults"
	☐	Niagara County Community College, Sanborn
	☐	Pace University, New York "Active Retirement Center"
North Carolina:	☐	Duke University, Durham "Institute for Retired Persons"
	☐	Randolph Technical Institute, Asheboro
	☐	Wilkes Community College, Wilkesboro "Senior Citizens' Classes"
Ohio:	☐	Case Western Reserve University, Cleveland "Institute for Retirement Studies"

- ☐ Malone College, Canton
  "Institute of Lifetime Learning"

Oklahoma:
- ☐ Carl Albert Junior College, Poteau
  "Senior Citizen Program"
- ☐ Oscar Rose Junior College, Midwest City
  "Senior Adult Services"

Oregon:
- ☐ Chemeketa Community College, Salem
  "Program for Older Adults"
- ☐ Lane Community College, Eugene
- ☐ Portland State University, Portland
  "Retired Associates"

Pennsylvania:
- ☐ Community College of Beaver County, Monaca
  "Programs for Senior Citizens"
- ☐ Lehigh County Community College, Schnecksville
  "Senior Citizen Continuing Adventure"
- ☐ Mercyhurst College, Erie
  "College of Older Americans"
- ☐ Northampton County Area Community College, Bethlehem
  "Late Start Program"
- ☐ Pennsylvania State University, University Park
  "Summer Series in Gerontology"
- ☐ Temple University, Philadelphia
  "Association for Retired Professionals"
- ☐ Westmoreland County Community College, Youngwood

South Carolina:
- ☐ Clemson University, Clemson
  "College Week for Senior Citizens"

South Dakota:
- ☐ Sioux Falls Continuing Education Center, Sioux Falls
  "Institute for Enrichment of Later Life"

Tennessee:
- ☐ University of Tennessee, Nashville
  "Title I, Higher Education Act Program"

Texas:
- ☐ Amarillo College, Amarillo
  "Program for Elderly Texans"
- ☐ El Paso Community College, El Paso
  "Senior Texan Education Program"
- ☐ Grayson County College, Denison
  "SAVE"
- ☐ San Antonio College, San Antonio
  "Older Adults Living through Learning"
- ☐ Tarrant County Junior College, Community Campus, Fort Worth
  "Senior Educational Experiences"

Vermont:	☐ University of Vermont, Burlington "Elderhostel"
Washington:	☐ Bellevue Community College, Bellevue "TELOS"
	☐ Central Washington State College, Ellensburg "Studies Toward Aging and Retirement (STAR)"
	☐ Clark College, Vancouver "Mature Learning Workshops"
	☐ Edmonds Community College, Lynnwood "Programs for Older People"
	☐ University of Washington, Seattle "Older Adults Training Program"
	☐ Western Washington State College, Bellingham "The Bridge Project"
West Virginia:	☐ West Virginia Northern Community College, Wheeling
Wisconsin:	☐ Fox Valley Technical Institute, Appleton "Institute of Lifetime Learning"
	☐ North Central Technical Institute, Wausau

APPENDIX B

Examples of College and University Courses Taken by Older Adults, Academic Year 1975-1976

The list that follows was compiled from the responses to an Academy questionnaire mailed in December 1976.

I. ACADEMIC COURSES

Humanities

1) General

Introduction to the Humanities
Arts and Humanities
The Natural Sciences, Humanities and Human Values
Cultural Development of Western Man
The American Experience in Literature and Painting
Japanese Culture and Art
Chinese Art and Culture for the Senior Adult
Art History
Looking at Art
Appreciation of Oriental Art
Arts of the Far East
Early Indian Art in the Americas
Highlights of American Painting

The Science of Musical Sounds
Music of Yesterday and Today
Music in the Baroque
Introduction to Music Appreciation
Appreciation of Black Music
Survey of Opera
Celebrating the Bicentennial through Literature and Music

Bricks and Things (Architecture)
History of Dance

2) Literature

Literature Appreciation
Adventures in Literature
Experience of Literature
Comparative Literature
Challenging the Classics
Fascinating Books
Short Story
Worlds of Fiction: The Short Story
The Novel
The Novel: A Mirror for Man
The Short Novel, European and American: Problems of Selfhood in an Ambiguous World
Our Heritage in Literature
American Literature
Bicentennial Literature
Robert Frost
Mark Twain
World Literature
Three Great Russian Novelists
C. S. Lewis: The Unification of Fantasy and Orthodoxy

Writing of J. R. R. Tolkien

Japanese Literature
French Literature
Modern Spanish and Hispanic-American Prose
Spain: Life and Literature

Reader's Theatre for Senior Citizens
Great Plays: Sophocles to Albee
Shakespeare

The Bible as Literature
Poetry of the Bible
Women in Literature
The Mature Character in Literature
Literature: Creative Responses to Age
Great Books Discussion
Book Review

3) History
Living History
Nations of the World, Series for Senior Adults
Great Men and Women in History
Madness and History
Egyptian Civilization
Western Civilization
Hellenic Civilization: Chapters in Greek History from Solon to Alexander
Then and Now: A Comparison of the Last Century of the Roman Republic and the Twentieth Century
European History
History of Russia
Topics in Jewish History
American History
Our American Heritage
Perspectives on American History for the Senior Adult
Afro-American History
America in its Bicentennial
Bicentennial History
The Adams Chronicles
Topics in Early American History
American Civil War
Life in 18th Century America
The Colonial River Towns
History You've Lived Through
By-gone Days in the Northwest
History of the Southwest
California Then and Now
Illinois History
Oklahoma History
The Ohio Story
New Hampshire History
History of the Aroostook Region
Days of Yesteryear in Clark County
Local History
The Culture of Baltimore: Ethnic History for the Senior Adult
A History of Boston's Immigrants
Jackson, Birthplace of the Republican Party
History of Omaha
Oral History — Learning and Doing
Collecting Oral History
Military History
Labor History
History of the Railroads

4) Philosophy
Logic
Leisure
Love
Value Systems in Milton's *Paradise Lost*
Changing Values
Man, Reason, and Behavior
Human Values: Human Nature, Its History and Management
Science, Technology, Human Values and You
Great Decisions
Teilhard de Chardin
Daily Living Issues
Plato and Aristotle

5) Religion
Religion

World Religion
Religions of America and the World
Comparative Religion
Religion and Philosophy
Religions and Cults
Theology
Modern Jewish Thought
Legends of the Talmud
Church History
Bible History
Bible
How to Better Understand the Bible
Traditional Easter Celebrations
Christian Meditation
Presbyterian Beliefs
Our Savior
Jeremiah the Prophet
A Study of Ephesians
Epistle to the Romans
St. Joseph
Women in Religion
Religion — the Elderly

Foreign Languages

Spanish for Fun
Spanish: Conversational
Mini-course for Travel in Spanish-speaking Countries
Spanish as a Second Language
Conversational French
Mini-course for Travel in French-speaking Countries
French Language and Cuisine
German
Conversational German
Mini-course for Travel in German-speaking Countries
Pennsylvania German
Japanese
Chinese
Mandarin
Hebrew
Introduction to Italian
Hawaiian Language
Introduction to Norwegian

Social Sciences

1) Psychology

General Psychology
Abnormal Psychology
The Mind and the Body
Human Behavior
Personal Psychology
Anxiety
Fears
Psychology of Affirmative Behavior
Psychology of Personal Growth
Human Potential
Human Growth Potential
Psychology of Aging
The Individual and Aging
Realities of Aging
Psycho-Socio Aspects of Aging
Dream Analysis
Dreams: The Wisdom of Later Years
Self-Awareness
Body Language
An Elder Encounter Group
Awareness and Change
Expanding Consciousness
Transactional Analysis
Biofeedback and the Control of Your Body
Adjustment Psychology
Understanding the Aging Parent
Grief, Death, and Bereavement Counseling
Human Relations
The Dynamics of Interaction
Interpersonal Relationships
Community Psychology
Neurotherapy
Grief, Death, and Dying
Death and Dying
Death: A Confrontation for Every Man

2) Sociology

Introduction to Sociology
Conference on Social Issues
The Interplay of Ideas, the People, and the Resources

of a New Continent in the Making of the American Character and Nation
Images of Contemporary America

Roots of Discrimination
Race and Discrimination
Post-Industrial Society
Modern Social Problems
Social Issues of the Day
The Family in a Changing Society
What's Happening to the American Family
A Seminar in Changing Sexual Mores
The Older Adult in Contemporary Society
Older Adult in American Society
Sociology of Aging
Social Aspects of Aging in America
Retirement in the Seventies
The Older Woman in America
Older Women in Society
Widows, Widowers, and Widowhood
The Evolving South
Black Cultural Awareness: The Senior Adult
Japanese-American Cultural Experience
Jews of California
Monterey: Continuity in Change
India: A Country of Problems and Possibilities

3) Anthropology and Archeology
Introduction to Anthropology
Cultural Anthropology
Primitivism and Mythology
Magic
Anthropology of Aging
Aging Around the World
Older Adult in Other Societies
American Culture
Native American Social System
Folklore of the Aroostook Region
Afro-American History and Culture
Caribbean History and Culture
Hebrew History and Culture
The Mayas of Yucatan
Archeology
Koster Site Excavation

4) Political Science
Introduction to Political Science
Contemporary Political Science
Political Geography
Political Decision Making
Government
U.S. Government
American Government: A Discussion
Leadership in Legislative Processes
Citizenship
The American Presidency
Political Issues
Principles of American Political Institutions
Recent and Contemporary National Political Problems
American Issues Forum
The Unfinished American Revolution
Current Events from a Historical Perspective
Elder Affairs in American Life and Politics
Taxes, Government and You
Practical Politics
World Affairs
Emergent Nations
U.S. Foreign Policy and Conduct of Diplomacy up to 1976
Current Trends in American Foreign Policy
World Peace
World Trouble Spots

Communications
Human Communications
Skills of Communication

Communication: A Lifetime Process
Creative Communications
English Communication
Journalism
Speech
Public Speaking
Storytelling
Writers' Workshop
Introduction to Prose Writing and Research
So You've Always Wanted to Write
Creative Writing
Writing from Experience
Sharing History
Autobiographical Writing
Journey into Self: A Workshop in Autobiographical Writing
Autobiography. You Are There
Journal Keeping
Creative Writing: Novel
Short Fiction Writing
Creative Writing: Short Story
Poetry Writing and Appreciation
Poetry Workshop

Art of Movies
History of Film
Films of the 30's and 40's
Video Workshop
Audiovisual Media

Physical and Life Sciences

1) Basic Mathematics and Science
Fundamental Math
Technical Math
Metric Thought
Metric System
Basic Science
General Science
Principles of Physical Science
Electronics
Electricity

2) Earth Sciences
Man and Environment
Environmental History
Marine Science
Earth Science
Land Forms and Life Adjustments
Desert Landscape
Natural History of Monterey Bay
Geography
Geography of the National Parks
White Mountain Geography
Geology of California
Geology, Lapidary

3) Astronomy
Introduction to Astronomy
Class on Comet Kahotek

4) Life Sciences
Biology
Physiology and Anatomy
Human Anatomy
The Human Body
Today's Biological Sciences and You
Human Sexuality
Introduction to Gerontology
Gerontology of Aging
Basic Gerontology for Service Providers
Biology of the Aging
Introduction to Human Aging
Normal Process of Aging
Acupressure
Heart and Circulation in Aging
"Senile" Behavior and Its Causes

Economics and Business

Economics
Present Day Economic Issues
Current Economic Problems
International Banking
The Michigan Economy
Alaskan Pipeline
The Business and Industrial Community: Impact on Senior Adults

General Business
Business Law
Business Math
Accounting
Accounting Machines
Computers
The World of Computers
Introduction to Cobol
Private Computer Lessons

Basic Education

General Educational Development (G.E.D.)
Fundamentals of Reading
Basic English
English Refresher
English for Citizenship
English as a Second Language

II. HOBBY & RECREATION

Crafts

Introduction to Crafts
Arts and Crafts Workshop
Creative Craft Skills
Crafts Galore
Simple Crafts
Home Arts and Crafts
Topics in Pottery
Simple Pottery
Pottery Making
Handbuilt Pottery
Simple Ceramics
Ceramics for Fun
Glassblowing
Stained Glass
Fused Glass
Silversmithing
Silver and Turquoise
Jewelry and Metalcraft
Creative Jewelry
Enameling
Copper Enameling/Lead Glass
Lapidary
Caning
Furniture Refinishing
Woodworking
Woodcarving
Creative Woodcarving
Welding

Needlework
Crewel
Beginning Crocheting
Knitting
Macrame
Needlepoint
Quickpoint
Stitchery
Quilting
Quilting and Patchwork
Weaving and Quilting
Loom Weaving
Bag Weaving
Rug Making

Basket Making
Bread Dough Art
Cake Decorating
Calligraphy
Candlemaking
China Painting
Decoupage
Floral Design
Flower Arranging
Leathercraft
Linoleum Paint
Olapa
Origami
Pinecone Wreaths
Rondalla
Rosemaling
Shellcraft
Hawaiian Seeds Crafts
Tile Painting
Tole Painting
Decorative Fabrics
Hawaiian Crafts
Bicentennial Crafts
Crafts for Christmas
Special Crafts for Holidays

Visual Arts

Art Awareness
Art Appreciation
Enjoyment of Art

Bicentennial Art
Art and the Older Adult
Fundamentals of Art

Two Dimension Design
Basic Art Media
Workshop in the Visual Arts
Art Workshop
Artists' Guild Workshop
Art Studio
Experimental Arts: Mixed Media
Basic Drawing
Drawing and Sketching
Beginning Drawing
Outdoor Sketching
Drawing and Painting
Painting with Acrylics, Oils and Mixed Media
Basic Painting
Painting Workshop
Beginning Oil Painting
Oil Painting
Water Color Painting
Painting in Watercolors and Markers
Portrait Painting
Sculpture
Soft Sculpture
Driftwood Sculpture

Basic Photography
Better Photography
Intermediate Photography
Pictorial Composition
Photo Critique
Bicentennial Photography in Jackson County

Dance and Exercise

Adult Physical Fitness
Physical Education for the Senior Adult
Fitness After Fifty
Fitness for Older Adults
Exercise Physiology
Vigor in Maturity
Exercises for Elderly
Wheelchair Exercise
Group Exercise
Creative Exercise
Physical Movement and Exercise
Body Movement
Body Conditioning
Slimnastics

Beginning Yoga
Yoga
Hatha Yoga for Older Adults
Advanced Yoga

Exercise through Dance
Dancing for Fun
Social Dance for Seniors Only
Ballroom Dancing
Folk Dance
Square Dancing
Round Dancing
Okinawa Dance
Hula Dance
Japanese Dance
Greek Dancing
Chinese Dance
Ballet
Belly Dancing

Sports and Games

Modified Recreation
Recreational Therapy
Karate for Senior Citizens
Tai Chi Chuan
Swimming for Exercise and Enjoyment
Swimnastics
Aquatics
Y-Swim
Bicycling
Billiards
Bowling
Golf
Swedish Walking
Tennis
Fishing
Fly Casting
Fly Tying Workshop
Repair and Building of Rods

Board Games
Adventures in Chess and Checkers
Chess: The Royal Game

Pinochle
Bridge

Music and Drama

Music Understanding
Music Appreciation
Theory of Music
A Music Listener's Perspective
Our Heritage in Music
Folk Music of Pennsylvania
Gospel Music

Voice
Choral Conducting
Sing-a-long
Recreational Singing
Senior Chorus
College Chorus
Rhythm Band
Senior Music Ensemble
String Ensemble
Symphonette
Introduction to the Keyboard
Piano Keyboard
Keyboard Experiences
Guitar
Organ
Spirit Organ
Ukulele
Moon Harp
Recorder
The Appalachian Dulcimer

Music and Dramatics
Theatre
Acting
Drama Workshop
Drama Improvisation Workshop
Playhouse 65
Theatre of the Self
Mime Workshop

Miscellaneous

Nature: An Outdoor Classroom
Nature Study
Nature on the Move
Nature Trail
Horticulture
Hobby Horticulture as a Leisure-Time Activity
Horticulture — Indoor and Outdoor Plants
Ornamental Horticulture
Home Gardening
Vegetable Gardening
Plants
Decorating with Plants
Home Plant Care
Indoor Plants
Basic Orchids
Wild Flower Identification
Wildflowers of Marin
Landscape
Landscape Maintenance
Know Your Weather
Basic Birdwatching
Bird Identification
Prospecting

Talk of Travel
Armchair Travel
Education through Travel
Education through Travel in the USA
Fascinating Field Trips
Geography for Travel
Historical Tours
Travelogues
Walking Group
Architectural Tour
Famous Places in Europe
Mini-course for Travel in English-speaking Countries
Preparation for Travel — North Mexico
Bicentennial Trip
Travel in Southern California
Bay Area History by Bus
Fort Worth Trips
Exploring Baltimore
Joy[illegible] San Diego
This [illegible]ew Jersey South

Astrology
Palmistry
Graphoanalysis
Psychic Phenomena
ESP
Psychic Group Discussion

Family History for Beginners
Climbing the Family Tree
Family Recollections
Genealogy
Basic Genealogy

Dog Obedience
Survey of Antiques
A Study of Antiques
Coin and Stamp Collecting
"Ham" radio

III. PUBLIC INFORMATION AND CONSUMER EDUCATION

Financial and Legal

Consumer Issues
Sophisticated Consumer
Senior Survival in the Marketplace
Consumer Beware
How to Protect Yourself Against Fraud
Understanding Contracts and Installment Buying
Consumers and Public Utilities
Money Management
Money Maxims
Family Spending
Fight Inflation, Stay Healthy
Penny-Pinching Ideas
Saving on Your Utility Bills
How to Stretch Your Energy Dollar
Telephone Cents and Non Cents
How to Buy a Car
Economical Auto Repair
Stretching Your Grocery Dollar
Stretching Your Meat Dollar
Money and Retirement, or Few Ever Plan to Fail, Some Just Fail to Plan
You and a Fixed Income
Living on Limited Fixed Income
Social Security
Social Security and Medicare
Insurance for Older Adults
Real Estate Law
Real Estate Finance
Investments
Personal Investing
Investments for the Retired
Your Income Tax
Income Tax for Older Adults
Federal Income Tax Preparation
Internal Revenue Service
Tax Considerations for Retired Individuals
Legal Affairs in Later Life
Legal Aspects for Retirement
Practical Law
Law for the Layperson
Legal Problems of the Aged
Practical Law for Senior Citizens
Law for the Layman: The Senior Adult
Wills and Estate Planning
Understanding the Probate Process
Self Probate
Prepare and Know — Funerals
Funeral Arranging or Alternatives

Personal Development

I) Self-Image: Applied Psychology
The Ultimate Challenge: Successful Aging
Applied Psychology for Elders
Older Growing, New Approaches to Aging
Awareness of Aging
The Older Years
Living and Aging
Understanding Aging and Coping with Its Changes
Challenges to the Older Adult
Psychological Well-Being for Senior Adults
Positive Values — The Joy of Living
Secrets of Successful Living
Coping with a Changing Society

Shifting Roles and Stretching Relationships
Seeing Ourselves as Others See Us
"Senile" Behavior and How to Deal with It
Creative Problem-Solving
Family Seminar
Sex and the Older Adult
Sex Over Sixty
How to Deal with Your Feelings
Dealing with Grief and Loneliness
How to Handle Personal Crisis
How to Cope with Loss of a Spouse
Workshop for Widows and Widowers
Coping with Widowhood
How to Have a Better Self-Concept
Assertiveness Training
How to Say No and Relax
Find Yourself
You Are What You Want to Be
Winning with Transactional Analysis
Techniques for Self-Actualization
Seminar: "Growing Older"

2) Personal Appearance
Elegant Maturity
Personal Grooming
Fashion, Figure, and Makeup
Clothing for Senior Citizens
Clothing Construction
Cut and Sew
Recycling of Clothing
Sewing for Fun
Sewing: Quicky Knits
Cosmetology
Carefree Cosmetics and Hair Care
Senior Cosmetics

3) Improving Sensory Skills
Memory Techniques
Lip Reading Techniques
Deaf Manual Communication
American Sign Language
Beginning Sign Language
Speed Reading
Effective Speaking

4) Retirement Life-Styles
Retirement Planning
The Retirement Process
Thinking Ahead
Pre-Retirement Training Course
Retirement: Ready or Not
The Challenge and Promise of Retirement
Retirement or Relivement
Retirement Living Series
Post-Retirement Seminar for Senior Adults
Problems of Retirement
Retirement Seminars
Community Enhancing Life-Styles for the Second Half of Life
Creative Use of Leisure Time

Learning Throughout Life
Educating the Middle-Aged and Older Person
Principles of Adult Education
Trends in Adult Education
Character of Adult Learners
Learning Activities for Senior Adults
Opportunities for the Senior Learner
Topics for Senior Learning

Health

Health Talks
Healthful Living
Aging, Recreation and Leisure
Personal Health and Hygiene
Health and the Elderly
Health in Aging
Health Needs of the Older Adult
Health Maintenance for Senior Americans
Be Alive as Long as You Live

Vim and Vigor in Maturity
Healthy Aging
Health Quackery
Alcoholism Seminar
Arthritis
American Cancer Society Public Information
Cancer Quackery
Diabetes
Diabetic Workshop
Hearing and Speech Impairment
Speech Therapy
Hypertension
Heart Attack Prevention
Aging Vision
Understanding Drugs
Prescription vs. Over-the-Counter Drugs

To Save a Life
First Aid
Basic Emergency Care
Emergency Medical Care
Care of the Invalid

The Consumer Looks at Health Care
Economics of Health Care
Medicare, Health Insurance, and Health Care Programs
Health and Law
Medicare Changes

Nutrition

Nutrition Education for Senior Adults
Topics in Nutrition
Diet
What We Need to Know About Food
Vitamins — Miracles or Myths?
Better Eating for Healthy Hearts
Keeping Your Food Safe
Nutrition and Common Cents
Menu Magic
Creative Cooking on a Budget
Nutrition for One
Nutrition and Cooking for the Single Person
Creative Cooking for 1 or 2
Cooking Class for Men
Cooking Class for Widowers
Special Cookery (low cholesterol, low sugar, ulcer diets)
Gourmet Cooking
Gourmet Cooking Around the World
French Cuisine
Quantity Chinese Cooking
Baking With Yeast
Microwave Cookery
Crock Pot Cookery
Wild Edible Plants
Freezing and Canning at Home

Leadership Development

Citizenship
Legislation and the Older Adult
Legislation Affecting the Elderly
Conference for Election Procedures
Leadership in Legislative Processes
Techniques of Social Action
Advocacy and Older People
People Power and Public Life
Senior Community Action
Senior Leadership Development
Senior Adult Leadership Training
Strengthening the Leadership of Senior Citizen Organizations
Group Leadership
Assisting Senior-Citizen Communication
Women's Training Sessions
Women's Conference
Senior Power
Program Development within a Senior Citizen Club
Parliamentary Procedure
Know Your Legal Rights
The Elderly Have Rights, Too

The Law: How to Use It
Legal Rights for the Older Adult
Landlord-Tenant Rights

Other

1) Safety
Safety for the Seventies
Life Skills for Older New Yorkers
Security and Self-Defense
Crime and the Elderly
Crime Prevention
Law Enforcement
Anti-Crime Program
Senior Survival
Obscene Phone Calls
Personal and Residential Safety
Home Protection Seminar
Fire Safety for Apartment Dwellers
Street Safety
Licensing Procedures and Driver Improvement
Rules of the Road for Senior Citizens
Automobile Safety
Defensive Driving
Disaster Preparedness

2) Home Maintenance
Minor Household Repairs
Repairs Around the Home
Home Improvement
Self Home Repair
Basic Home Repairs
Fix-it Yourself
Plumbing
Heart-Saving Housecleaning Tips
Spring Cleaning Helps
Moving Out of One's Home
Homemaking for Men
Know Your Car

3) Current Events
Current Events (Spanish)
What's Happening in the World?
Perspectives of the News
Older People in Newspapers
Analysis of Current Events

4) Information and Referral
Information Please
Social Services and the Older American: Seminar
Resource-Service Awareness for Senior Adults
Know Your City Baltimore: Series for Senior Adults
Housing
DAR Workshop
Peer Counseling for Senior Citizens
Interview and Outreach
Volunteer Income Tax Assistance
Judicare
Legal Assistance
Libraries for Living and Learning

IV. WORK-RELATED

A Second Career
Career Communication
Second Careers Workshop
Volunteerism
RSVP Workshop
4-H Workshop Clinic for Advisors
Project Teach for Sunday School Teachers
Museum Training Workshop
Hospital Administration
Emergency Medical Training
Geriatric Nursing Assistant
Home Nursing
Perinatal Care Seminar
Food Serving for Senior Citizens
Management for Nursing Home Personnel
The Paraprofessional's Use of Counseling and Therapeutic Techniques in the Nursing Home

Home Companion Training Course
Counseling Concepts
Counseling the Aging
Administration of Adult Education Program
Educational Arts Therapy
Improving the Learning of Disabled Learners
Curriculum Development and Planning in Adult Education
Ombudsman Training Course
Training Session for Police Officers
Counselors' Conference

Real Estate Principles and Practices
Real Estate for Brokers
Real Estate Appraisal
Own Your Own Business
Small Business Training
How to Do Your Own Advertising
Marketing for Seniors

Auto Mechanics
Small Appliance Repair
Cabinet Making
Clock Cleaning
Electronic Service
Electrical Appliances -- Maintenance and Repair
Dressmaking
Sewing for Selling
Sewing for '76
Pattern Making
Sewing and Tailoring
Hairstyling
Interior Decorating
Interior Design
Low-Cost Interior Decorating
Radio Broadcasting
Radio-Television
Refrigeration and Air Conditioning
Typing
Upholstery

APPENDIX C

State Agencies on Aging

Alabama:
Commission on Aging
740 Madison Avenue
Montgomery, Alabama 36104
Tel. (205) 832-6640

Alaska:
Office on Aging
Department of Health and Social Services
Pouch H
Juneau, Alaska 99811
Tel. (907) 586-6153

Arizona:
Bureau on Aging
Department of Economic Security
543 East McDowell, Room 217
Phoenix, Arizona 85004
Tel. (602) 271-4446

Arkansas:
Office on Aging and Adult Services
Department of Social and Rehabilitation Services
7th and Gaines
P.O. Box 2179
Little Rock, Arkansas 72202
Tel. (501) 371-2441

California:
Department of Aging
Health and Welfare Agency
918 J Street
Sacramento, California 95814
Tel. (916) 322-3887

Colorado:
Division of Services for the Aging
Department of Social Services
1575 Sherman St.
Denver, Colorado 80203
Tel. (303) 892-2651

Connecticut:
Department on Aging
90 Washington St., Rm. 312
Hartford, Connecticut 06115
Tel. (203) 566-2480

Delaware:
Division of Aging
Department of Health and Social Services
2413 Lancaster Avenue
Wilmington, Delaware 19805
Tel. (302) 571-3481

District of Columbia
Office of Aging
Office of the Mayor
1329 E St., N.W.
Washington, D.C. 20004
Tel. (202) 638-2406

Florida:
Program Office of Aging and Adult Services
Department of Health and Rehabilitation Services
1323 Winewood Blvd.
Tallahassee, Florida 32301
Tel. (904) 488-2650

Georgia:
Office of Aging
Department of Human Resources
47 Trinity Ave., S.W.
Atlanta, Ga. 30334
Tel. (404) 894-5341

Guam:
Office of Aging
Social Service Administration
Government of Guam
P.O. Box 2816
Agana, Guam 96910

Hawaii:
Commission on Aging
1149 Bethel St., Rm. 311
Honolulu, Hawaii 96813

Idaho:
Idaho Office on Aging
Statehouse
Boise, Idaho 83720
Tel. (208) 554-3833

Illinois:
Department on Aging
2401 West Jefferson
Springfield, Illinois 62706
Tel. (217) 782-5773

Indiana:
Commission on Aging and Aged
Graphic Arts Bldg.
215 North Senate Avenue
Indianapolis, Indiana 46202
Tel. (317) 633-5948

Iowa:
Commission on Aging
415 West 10th St.
Jewett Bldg.
Des Moines, Iowa 50319
Tel. (515) 281-5187

Kansas:
Division of Social Services
Services for the Aging Section
Department of Social and Rehabilitation Services
State Office Bldg.
Topeka, Kansas 66612
Tel. (913) 296-4986

Kentucky:
Center for Aging and Community Development
Department for Human Resources
403 Wapping St.
Frankfort, Kentucky 40601
Tel. (502) 564-6930

Louisiana:
Bureau of Aging Services
Division of Human Resources
Health and Human Resources Administration
P.O. Box 44282, Capitol Sta.
Baton Rouge, Louisiana 70804
Tel. (504) 389-2171

Maine:
Bureau of Maine's Elderly
Community Services Unit
Department of Human Services
State House
Augusta, Maine 04333
Tel. (207) 289-2561

Maryland:
Office on Aging
State Office Bldg.
301 West Preston St.
Baltimore, Maryland 21201
Tel. (301) 383-5064

Massachusetts:
Department of Elder Affairs
110 Tremont St.
Boston, Massachusetts 02108
Tel. (617) 727-7750

Michigan:
Office of Services to the Aging
300 East Michigan
P.O. Box 30026
Lansing, Michigan 48913
Tel. (517) 373-8230

Minnesota:
Governor's Citizens Council on Aging, Suite 204
Metro Square Bldg.
7th and Robert Sts.
St. Paul, Minnesota 55101
Tel. (612) 296-2544

Mississippi:
Council on Aging
P.O. Box 5136
Fondren Station
510 George St.
Jackson, Mississippi 39216
Tel. (601) 354-6590

Missouri:
Office of Aging
Division of Special Services
Department of Social Services
Broadway State Office Bldg.
P.O. Box 570
Jefferson City, Missouri 65101
Tel. (314) 751-2075

Montana:
Aging Services Bureau
Department of Social and Rehabilitation Services
P.O. Box 1723
Helena, Montana 59601
Tel. (406) 449-3124

Nebraska:
Commission on Aging
State House Station 94784
P.O. box 94784
Lincoln, Nebraska 68509
Tel. (402) 471-2307

Nevada:
Division for Aging Services
Department of Human Resources
505 East King Street
Kinkead Bldg., Rm. 101
Carson City, Nevada 89710
Tel. (702) 885-4210

New Hampshire:
Council on Aging
P.O. box 786
14 Depot St.
Concord, New Hampshire 03301
Tel. (603) 271-2751

New Jersey:
Division on Aging
Department of Community Affairs
P.O. Box 2768
363 West State St.
Trenton, New Jersey 08625
Tel. (609) 292-4833

New Mexico:
Commission on Aging
408 Galisteo — Villagra Bldg.
Santa Fe, New Mexico 87503
Tel. (505) 827-5258

New York:
Office for the Aging
Agency Bldg. #2
Empire State Plaza
Albany, New York 12223
Tel. (518) 474-5731

New York City Field Office:
2 World Trade Center
Room 5036
New York City, N.Y. 10047
Tel. (212) 488-6405

North Carolina:
North Carolina Div. for Aging
Department of Human Resources
213 Hillsborough St.
Raleigh, North Carolina 27603
Tel. (919) 733-3983

North Dakota:
Aging Services
Social Services Board of N.D.
State Capitol Bldg.
Bismarck, North Dakota 58505
Tel. (701) 224-2577

Ohio:
Commission on Aging
50 West Broad St.
Columbus, Ohio 43216
Tel. (614) 466-5500

Oklahoma:
Special Unit on Aging
Department of Institutions, Soc. and Rehab. Serv.
P.O. Box 25352
Oklahoma City, Oklahoma 73125
Tel. (405) 521-2281

Oregon:
Program on Aging
Human Resources Dept.
772 Commercial St., S.E.
Salem, Oregon 97310
Tel. (503) 378-4728

Pennsylvania:
Office for the Aging
Dept. of Public Welfare
Health and Welfare Bldg.
Rm. 540, P.O. Box 2675
7th and Forster Sts.
Harrisburg, Pennsylvania 17120
Tel. (717) 787-5350

Puerto Rico:
Gericulture Commission
Dept. of Social Services
P.O. Box 11697
Santurce, Puerto Rico 00908

Rhode Island:
Division on Aging
Department of Community Affairs
150 Washington Ct.
Providence, Rhode Island 02903
Tel. (401) 277-2858

Samoa:
Territorial Administration on Aging
Government of American Samoa
Pago Pago, American Samoa 96799

South Carolina:
Commission on Aging
915 Main St.
Columbia, South Carolina 29201
Tel. (803) 758-2576

South Dakota:
Office on Aging
Dept. of Social Services
State Office Bldg.
Illinois Street
Pierre, South Dakota 57501
Tel. (605) 224-3656

Tennessee:
Commission on Aging
Room 102, S&P Bldg.
306 Gay Street
Nashville, Tennessee 37201
Tel. (615) 741-2056

Texas:
Governor's Committee on Aging
Exec. Office Bldg.
411 W. 13th St., Fls. 4&5
Austin, Texas 78703
Tel. (512) 475-2717

Trust Terr. of the Pacific:
Office of Aging
Community Development Division
Gov. of the Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950

Utah:
Division of Aging
Dept. of Social Services
345 South 6th East
Salt Lake City, Utah 84102
Tel. (801) 328-6422

Vermont:
Office on Aging
Agency of Human Services
81 River St. (Heritage 1)
Montpelier, Vermont 05602
Tel. (802) 828-3471

Virginia:
Office on Aging
830 East Main St.
Suite 950
Richmond, Virginia 23219
Tel. (804) 786-7894

Virgin Islands:
Commission on Aging
P.O. Box 539
Charlotte Amalie
St. Thomas, Virgin Islands 00801

Washington:
Office on Aging
Department of Social and Health Services
P.O. Box 1788 — M.S. 45-2
Olympia, Washington 98504
Tel. (206) 753-2502

West Virginia:
Commission on Aging
State Capitol
Charleston, West Virginia 25305
Tel. (304) 348-3317

Wisconsin:
Division on Aging
Department of Health and Social Services
1 West Wilson St., Rm. 686
Madison, Wisconsin 53703
Tel. (608) 266-2536

Wyoming:
Aging Services
Department of Health and Social Services
Division of Public Assistance and Social Services
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